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UNIVERSITY OF DELHI

Bachelor of Arts (Hons.) Psychology

(Effective from Academic Year 2019-20)

Revised Syllabus as approved by

Academic Council

Date: No:

Executive Council

Date: No:

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The revised curriculum of B. A. (Hons.) Psychology offers a wide range of courses aimed at providing the interested student strong grounding in the discipline of Psychology. The syllabus covers a wide range of theoretical courses, courses on methodology, research and application as well as course reflecting the growth and recent interest in the field of Psychology. In addition to the rigorous foundation in the discipline of Psychology, the course curriculum extends itself to include and encourage interdisciplinary frameworks and research.

CURRICULUM REVISION COMMITTEE 2019

Head and Course Coordinator, Prof. Anand Prakash, Department of Psychology, University of Delhi
Dr. Meetu Khosla, Associate Professor, Dept of Psychology, Daulat Ram College
Dr. Kanika K. Ahuja, Associate Professor, Dept of Psychology, Lady Shri Ram College for Women
Dr. Surabhika Maheshwari, Assistant Professor, Dept. of Psychology, Indraprastha College for Women

1. INTRODUCTION TO PROGRAMME

The document containing the curriculum outline and details is an exercise in explicating the Choice Based Curriculum Structure in terms of the Learning Outcomes. The discipline of Psychology is a relatively young and dynamic field of academic study and inquiry. While understanding and learning the historical influences, the curriculum addresses the fast paced changes in the subject matter. The curriculum development and pedagogy of Psychology is

sensitive to the advances in the knowledge base and the growing application and research possibilities. It is expected that the course is transacted keeping in mind the current realities of the discipline including the socio-cultural context. The undergraduate coursework in Psychology touches upon the diverse areas in discipline including, among others - biopsychology, cognitive psychology, history of psychology, research methods, social psychology, Industrial/Organizational psychology, counseling psychology, health psychology.

2. LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK IN B.A. (HONS) PSYCHOLOGY

2.1 NATURE AND EXTENT OF THE PROGRAMME IN B.A. (HONS) PSYCHOLOGY

The study of Psychology at the undergraduate level facilitates explorations on the vast canvas of knowledge interested in understanding human beings – their nature, behavior and influences. The study material concerns itself with relevant developments in theory and practice of Psychology. The dynamic nature and rapid changes in the field need to be addressed as the student moves along the various courses. The current structure aims to impart basic knowledge in Psychology via the core papers, specialized area are introduced in the discipline centered course and the students are exposed to the application possibilities via the skill based courses. The course also includes papers that have been designed to cater to interested students who are chosen other subjects as their primary area of study at the undergraduate level. The General Electives offer a wide array of basic psychological information to the larger (non-psychology) student population. The study of Psychology at the collegiate level ought to be aimed at developing a basic understanding and equipping the student with knowledge to choose further advancement and specialization in the field.

2.2 AIMS OF BACHELOR DEGREE PROGRAMME IN B.A. (HONS) PSYCHOLOGY

The Psychology programme at the undergraduate level focuses on the following aims:

- Imparting knowledge of basic psychological concepts and models, and developing ability to apply this knowledge in field settings.
- Promoting and understanding of research skills so that students are able to design and conduct systematic and ethical psychological research studies.
- Developing psychological sensitivity and social sensibility so that students can respond empathically to human subjectivity and critically to social institutions.
- Examining the complexities of and debates within the discipline and to dwell upon its unique relevance in understanding the human subjectivity as shaped by the social, historical and political.

- Developing sensibility towards varied socio-cultural contexts and appreciating diversity.
- Facilitating acquisition of basic skills for building responsible professionals in varied settings.
- Encouraging self-understanding, reflection and personal growth.

3. GRADUATE ATTRIBUTES IN PSYCHOLOGY

- DISCIPLINARY KNOWLEDGE

Ability to understand core psychological concepts, models, classical theories, varied perspectives, evolution of the field, new researches being carried out, as also knowledge of the sub fields of psychology.

- COMMUNICATION SKILLS

Acquiring the skill for self presentation and self management, communicating effectively in writing and orally, asking questions, conveying information to others in a simple and unambiguous way, active listening, giving and receiving feedback, making presentations, and report writing.

- CRITICAL THINKING

The ability to engage in independent thinking, identify, construct and evaluate arguments, solve problems systematically, reason clearly, rigorously question ideas and critique theories and researches in psychology.

- PROBLEM SOLVING

Applying one's knowledge to solve real life issues and problems of society at large, finding solutions that are context-specific, being able to use technology, use of methods such as simulation, brainstorming, and experimentation.

- ANALYTICAL REASONING

The ability to break complex problems into simpler components, scrutinize a situation, inductive and deductive reasoning, drawing inferences.

- RESEARCH RELATED SKILLS

The ability to plan, design and conduct research while adhering to ethical guidelines, is critical for psychology graduates, as the participants are human. This also includes collecting data using qualitative and quantitative research methods.

- COOPERATION/TEAM WORK

Working in groups for projects, presentations and practical, knowledge sharing and appreciation of diversity- essential attributes for a graduate in psychology.

- SCIENTIFIC REASONING

The values of accuracy, objectivity, scepticism, and open mindedness are desirable to instil in graduates of psychology to develop a scientific temperament. Towards this end, breaking stereotypes, thinking out-of-the-box, imagining, analyzing and trying alternatives, and questioning conclusions based on newer evidence is required.

- REFLECTIVE THINKING

Awareness of one's own knowledge, assumptions and past experiences, interpreting and evaluating as one responds to new experiences will help a graduate in psychology to create meaning, solve problems and plan. It also includes becoming aware of one's strengths and weaknesses, having insight into the trajectories of life and plan so as to move further in the desired direction. The use of introspection may be helpful in not only constructing experience, but also distancing students from social pressure, take different perspectives, and take responsibility for their actions.

- INFORMATION/DIGITAL LITERACY

The ability to use information and communication technologies to find, evaluate, create, and communicate information is required. This includes searching through legitimate online resources, creating digital content such as email, blogs and videos, and sharing it.

- SELF-DIRECTED LEARNING

Taking initiative for one's own learning, diagnosing their own learning needs, implementing appropriate learning strategies is desirable for a psychology graduate. Keeping a journal, setting goals, planning, taking action, and evaluating outcomes will help this process.

- MULTICULTURAL COMPETENCE

An ability to incorporate socio-cultural context in scientific inquiry, understanding psychological realities in varies cultural contexts, appreciating the non-universality of principles and theories, awareness of indigenous Indian perspectives, as also the ability to relate to others from diverse backgrounds is required.

- MORAL AND ETHICAL AWARENESS

Training students to become ethical and morally sound psychologists is important. This includes teaching the APA Ethics Code, understanding the issue of plagiarism, appreciation of rights and dignity of participants as a researcher, and upholding values in academic work. Students should also be able to explore the world of marginalized people with empathy and compassion, and also develop an understanding of social injustice and strive for justice.

- LEADERSHIP QUALITIES

The ability to articulate, motivate oneself, inspire others, organize and plan well, have a sense of abundant positivity that energizes everyone around them, having a clear sense of purpose, self-awareness and adaptability.

- LIFELONG LEARNING

Approaching life with curiosity and wonder, pursuing knowledge, learning how to learn will enhance active citizenship, personal development and self-sustainability. This will turn mistakes into possibilities and encourage ownership of learning. To achieve this, students need to spend

time seeking out new information, understandings, and strategies to make incremental daily improvements that will help move their life forward in a positive way.

4. QUALIFICATION DESCRIPTORS FOR GRADUATES B.A. (HONS) PSYCHOLOGY

The Psychology graduate will demonstrate the following qualification descriptors:

- Comprehension of theoretical and practical knowledge of the subject matter of psychology.
- Awareness of the various methods of psychology such as lab and field experimentation, observation methods, field studies, surveys, psychological testing and interviewing skills.
- Training in using self report measures of behavioural investigation, communication skills, counselling, and scientific writing for publication in scientific journals.
- Planning the research, identifying the problem, doing a review of literature, designing the research, and deciding the method and analysis tools.
- Enhanced skills to optimize self understanding, growth and development.
- Competence in terms of applying psychological skills, techniques of data collection, assessment and evaluation of behavioural interaction at an individual and group level.
- Proficiency in using various software and techniques of quantitative and qualitative analysis.

5. PROGRAMME LEARNING OUTCOMES FOR B.A. (HONS) PSYCHOLOGY

The learning outcomes that a student should be able to demonstrate on completion of a degree level programme are as follows:

- Knowledge about the discipline and research methods.
- Basic professional skills pertaining to psychological testing, assessment and counselling.
- Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
- Ability to connect theory with personal experiences and varied applied settings.
- Understand how psychology can be applied to solve problems facing humankind.
- Computer literacy, including the ability to use various e-resources, technology and social media.
- Articulation of ideas, scientific writing and authentic reporting.

- Tolerating ambiguities and appreciating the limitations of the discipline, and critically analyzing conflicting theories and approaches.
- Understanding varied socio-cultural contexts, and being mindful of indigenous traditions.
- Creating awareness about gender issues.
- Cultivating an ethical mindset, including a strong work ethic, avoiding unethical behaviours such as data fabrication and plagiarism, being mindful of implications of research using human participants.
- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).
- Developing skills of communication, negotiation, team work, effective presentation, etc.
- Appreciating and tolerating diversity.
- Developing positive attributes such as empathy, compassion, optimism, social participation, and accountability.
- Self-development and personal growth.

6. STRUCTURE IN B.A. (HONS) PSYCHOLOGY

6.1 CREDIT DISTRIBUTION FOR B.A. (HONS) PSYCHOLOGY

The UGC recommends a 10-point grading system with the following letter grades as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A(Very Good)	8
B+(Good)	7
B(Above Average)	6
C(Average)	5
P (Pass)	4
F(Fail)	0
Ab (Absent)	0

Computation of SGPA and CGPA

Illustration for SGPA

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade
Course 1	3	A	8	3 X 8 = 24

Course 2	4	B+	7	4 X 7 = 28
Course 3	3	B	6	3 X 6 = 18
Course 4	3	O	10	3 X 10 = 30
Course 5	3	C	5	3 X 5 = 15
Course 6	4	B	6	4 X 6 = 24
	20			139

Thus, SGPA =139/20 =6.95

Illustration for CGPA

Semester 1	**Semester 2**	**Semester 3**	**Semester 4**
Credit : 20	Credit : 22	Credit : 25	Credit : 26
SGPA:6.9	SGPA:7.8	SGPA: 5.6	SGPA:6.0
Semester 5	**Semester 6**		
Credit : 26	Credit : 25		
SGPA:6.3	SGPA: 8.0		

Thus, **CGPA =** $\frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144}$ = **6.73**

6.2 SEMESTER-WISE DISTRIBUTION OF COURSES

SEMESTER	**CORE COURSE (14)**	**ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)**	**ABILITY ENHANCEMET ELECTIVE COURSE (AEEC) (2) (SKILL BASED)**	**ELECTIVE DISCIPLINE SPECIFIC DSE (4)**	**ELECTIVE GENERIC (GE) (4)**
I	**C-PSY-01** Introduction to Psychology (Theory+ Practical)	Environmental Science			GE-1
	C-PSY-02 Statistical Methods for Psychological Research-I (Theory+ Tutorial)				

II	**C-PSY-03** Biopsychology (Theory+ Tutorial)	English Communication			GE-2
	C-PSY-04 Psychology of Individual Differences (Theory+ Practical)				
III	**C-PSY-05** Development of Psychological Thought (Theory+ Tutorial)		SEC-1		GE-3
	C-PSY-06 Psychological Research (Theory+ Practical)				
	C-PSY-07 Social Psychology (Theory+ Tutorial)				
IV	**C-PSY-08** Understanding Psychological Disorders (Theory+ Tutorial)		SEC-2		GE-4
	C-PSY-09 Statistical Methods for Psychological Research-II (Theory+ Tutorial)				
	C-PSY-10 Applied Social Psychology (Theory+ Practical)				
V	**C-PSY-11** Understanding and Dealing with Psychological Disorders (Theory+ Practical)			DSE-1	
	C-PSY-12 Developmental Psychology (Theory+ Practical)			DSE-2	
VI	**C-PSY-13** Organizational Behavior (Theory+ Practical)			DSE-3	
	C-PSY-14 Counseling Psychology (Theory+ Practical)			DSE-4	

ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 4) (2 IN SEMESTER- V AND 2 IN SEMESTER-VI):

DSE-PSY-01: Positive Psychology
DSE-PSY-02: Human Resource Management

DSE-PSY-03: Health Psychology
DSE-PSY-04: Community Psychology
DSE-PSY-05: Cultural and Indigenous Psychology
DSE-PSY-06: Project/Dissertation (VI Semester)
DSE-PSY-07 Psychological Perspectives in Education
DSE-PSY-08: Psychology of Disability
DSE-PSY-09: Psychology of Peace
DSE-PSY-10: Forensic Psychology
DSE-PSY-11: Introduction to Indian Psychological Thought
DSE-PSY-12: Environmental Psychology
DSE-PSY-13: Cognitive Psychology

ELECTIVE: GENERIC (GE) (ANY 4, 1 EACH IN SEMESTER I, II, III AND IV):

GE PSY 01 General Psychology
GE PSY 02 Psychology over the Life Span
GE PSY 03 Psychology for Health and Well-being
GE PSY 04 Psychology at Work
GE PSY 05 Psychology and Media
GE PSY 06 Inter Group Relations
GE PSY 07 Youth Psychology
GE PSY 08 Psychology and Mental Health
GE PSY 09 Understanding Intimate Relationships
GE PSY 10 Positive Psychology: Understanding Human Strengths
GE PSY 11 Social Psychology: Understanding Human World

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED- SEC) (ANY 2: 1 IN SEMESTER III AND 1 IN SEMESTER IV):

SEC PSY 01 Emotional Intelligence
SEC PSY 02 Stress Management
SEC PSY 03 Effective Decision Making
SEC PSY 04 Educational Psychology
SEC PSY 05 Human Resource Practices
SEC PSY 06 Personal Growth and Development
SEC PSY 07 Psychological Skills in Organizations
SEC PSY 08 Psychology of Relationships
SEC PSY 09 Learning how to Learn
SEC PSY 10 Research Publication and Presentation
SEC PSY 11 Skills of Communication

7. COURSES FOR B.A. (HONS) PSYCHOLOGY

CORE COURSES

C-PSY-01: INTRODUCTION TO PSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life
- Appreciation of the scope and the field of psychology
- Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, and thinking

UNIT 1

Introduction: Definitions of Psychology, Perspectives in Psychology; Research Methods of Psychology; Subfields of Psychology

UNIT 2

Perception: Perception and Cultural Influences on Perception: Perceptual Processing, Perceptual Sets; Role of Attention; Perceptual Organization; Perceptual Constancies; Depth Perception; Illusions

UNIT 3

Learning: Learning, Principles and Applications of Classical Conditioning, Operant Conditioning, and Observational Learning; Cognitive Influences on Learning

UNIT 4

Memory: Definition of Memory, Models of Memory: Levels of Processing, Parallel Distributed Processing, Information Processing; Reconstructive Nature of Memory; Forgetting; Improving Memory; Culture and Memory

PRACTICAL

Any 2 experiments based on C-PSY-01 (Introduction to Psychology). Each practicum group will consist of 10-12 students.

REFERENCES

Baron, R. & Misra.G. (2016). *Psychology*. 5th Edition. New Delhi: Pearson.

Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology*, 5th Edition. South Asian Edition. New Delhi: Pearson Education.

Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*, 5th Edition. New Delhi: Sage.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

ADDITIONAL RESOURCES

Craik, F.I.M. & Lockhart, R.S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behaviour*, *11*(6), 671-684.

Danziger, K. & Dzinas, K. (1997). How Psychology got its variables. *Canadian Psychology*, *38*, 43- 48.

Fox., I. Prilleltensky & S. Austin (Eds.)(2009). Critical Psychology: An Introduction (2nd

Edition.) Thousand Oaks, CA: Sage.
Graham, R. (2008). *Psychology: The Key concepts* (1st Ed). India: Routledge.
Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). *Introduction to Psychology* (7th Edition). New York, NY: Mc Graw Hill.

TEACHING LEARNING PROCESS

This paper provides an in-depth overview of the dominant theoretical and empirical trends in the field of psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated and its unique relevance in understanding the human subjectivity as shaped by the social, historical and political is dwelt upon. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical component attached to this paper allows students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. Students will be imparted a variety of skills such as how to conduct a psychological experiment ensuring controlled conditions, keeping in mind ethics of experimentation. These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of experimentation using human participants. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one's findings for analysis and learns from other students' work, with the teacher helping each student to relate his findings to theory and research literature.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

KEYWORDS

Fields of Psychology, Perception, Memory, Learning

C-PSY-02: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- To familiarize students with the use of statistical methods in psychological research
- To foster an understanding of the techniques of descriptive statistics for quantitative research.

- To teach the application of the same in the field of Psychology

UNIT 1

Introduction: Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement; Frequency Distributions, Percentiles and Percentile Ranks; Graphic Representation of Data (Histogram; Frequency Polygon; Bar Diagram; Pie Chart; Cumulative Frequency Graph; Factors Affecting the Shape of Graphs)

UNIT 2

Measures of Central Tendency: Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Central Tendency Measures in Normal and Skewed Distributions; Effects of Score Transformations on Measures of Central Tendency. Measures of Variability: Range; Semi-Interquartile Range; Variance; Standard Deviation (Properties and Comparison); Calculation of Variance and Standard Deviation from Deviation Scores and Raw Scores; Effects of Linear Transformations on Measures of Variability

UNIT 3

Standard (z) Scores: Standard Scores; Properties of z-Scores; Transforming Raw Scores Into z-Scores, Determining Raw Scores From z-Scores, Some Common Standard Scores, Comparison Of z- Scores And Percentile Ranks.

The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; Finding Areas When the score is Known, Finding Scores When the Area is Known; Applications of Normal Curve, Divergence From Normality (Skewness and Kurtosis)

Unit 4

Correlation: Meaning of Correlation; Correlation and Causation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient; Effects of Score Transformations; Cautions Concerning Correlation Coefficients; Regression

REFERENCES

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed.). Delhi: Prentice Hall of India.

King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). Noida: Wiley.

Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). Delhi: Prentice Hall of India.

Howitt, D and Cramer, D. (2011). *Introduction to Statistics in Psychology*. London, UK: Pearsons Education Ltd.

ADDITIONAL RESOURCES:

Garrett, H.E (2005). *Statistics in Psychology and Education*. Delhi: Cosmo Publications.

TEACHING-LEARNING PROCESS

The teaching-learning process will endeavour to create a learning environment for students in which the application of statistics in psychology is enhanced. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom

discussions, repeated practice of calculations and concepts, workshops etc. The tutorial exercises are geared towards providing students the much needed space for practice solving numericals, clarify doubts arising out of subject matter, and make presentations.

ASSESSMENT METHODS

Students will be assessed on their understanding of statistical principles and knowledge, their ability to express their knowledge, and their capability to solve numerical problems. A variety of assessment methods can be used in the assessment: written assignments, class tests, quizzes, home assignments, term papers, project work, class presentations, and reports.

KEYWORDS

Measures of variability; Correlation; Normal Probability Distribution; Random Sampling

C-PSY-03: BIOPSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the biological bases of human behaviour, its nature and scope
- Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them
- Having basic knowledge about the structures of human brain, their functions and impact on human behaviour
- Realizing the importance of hormones in behaviour, cognition and emotions

UNIT 1

Introduction to Biopsychology: Nature and Scope; Methods and Ethics in Biopsychology; Divisions of Biopsychology

UNIT 2

The Functioning Brain: Structure and Functions of Neurons; Types of Neurons; Neural Conduction and Synaptic Transmission

UNIT 3

Organization of Nervous System: CNS & PNS (Structure And Functions); Neuroplasticity Of The Brain: Neural Degeneration, Neural Regeneration And Neural Reorganization

UNIT 4

Neuroendocrine System: Structure, Functions and Abnormalities of Major Glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal

REFERENCES

Carlson, N. R. (2009). *Foundations of Physiological Psychology* (6th Edition). New Delhi: Pearson Education.

Khosla, M. (2017). *Physiological Psychology: An Introduction*. New Delhi: Sage Texts.

ADDITIONAL RESOURCES:

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). *Biological Psychology: An*

Introduction to Behavioral, Cognitive, and Clinical Neuroscience (5th Edition). Sunderland, Massachusetts: Sinauer Associates.
Leukel, F. (1976). *Introduction to Physiological Psychology*. New Delhi: Pearson.
Levinthal, C.F. (1983). *Introduction to Physiological Psychology*. New Delhi: Prentice Hall of India.
Pinel, J. P. J. (2011). *Biopsychology*, 8th Edition. New Delhi: Pearson Education.

TEACHING-LEARNING PROCESS

This paper provides an overview of the theoretical and empirical trends in an important subfield of psychology- biopsychology. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films, videos and documentaries, workshops etc. Tutorial activities constitute a vital component of the teaching-learning process in this paper. The tutorial exercises are geared towards providing students the much needed space to clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics and review research papers.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately (often using diagrams) and their capability to review research and write reports/papers. A variety of assessment methods can be used in the assessment: written assignments, class tests, quizzes, home assignments, term papers, project work, class presentations, research reports, etc.

KEYWORDS

Brain-Behaviour, Nervous System, Neuroplasticity; Gland

C-PSY-04: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- To develop an understanding of the concept of individual differences
- To acquaint the learner with the complexities of personality theories
- Understanding the various approaches to Intelligence and appreciation of the diverse frameworks
- To know the processes and principles of motivation and emotion and appreciating the diverse frameworks

UNIT 1

Personality: Nature of Personality; Biological Foundations of Personality; Culture, Gender and Personality; Perspectives on Personality: Psychodynamic, Phenomenological- Humanistic and Social Cognitive

UNIT 2

Concept of Intelligence: Psychometric and Cognitive Approaches to Intelligence; Gardner's Multiple Intelligences; Issues in the Measurement of Intelligence: Nature Versus Nurture,

Growth, Gender and Culture; Group Differences in Intelligence; Extremes of Intelligence, Intelligence and Creativity

UNIT 3

Motivation: Nature, Types of Motivation: Biogenic and Sociogenic; Theories of Motivation, Culture and Motivation, Enhancing Motivation in Educational and Work Setting

UNIT 4

Emotion: Nature, Theories of Emotion, Expressions of Emotion: Universal Versus Culture Specific

PRACTICAL

Any 2 practicum based on C-PSY-04 using any two psychological tests (one based on Intelligence and one based on personality). Each practicum group will consist of 10-12 students.

REFERENCES

Baumgardner, S.R. & Crothers, M.K. (2010). *Positive Psychology*. Upper saddle River, New Jersey: Prentice Hall

Carr, A. (2011). *Positive psychology*. London, UK: Routledge.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology*, South Asian Edition. New Delhi: Pearson Education.

Cornelissen, M., Misra, G. & Varma, S. (Eds.) (2011). Foundations *of Indian Psychology: Theories and Concepts*, Vol I. New Delhi: Pearson.

Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). *Bridging Learning: Unlocking Cognitive Potential In and Out Of The Classroom*. Thousand Oaks, CA: Corwin.

Misra, G. (2011). *Handbook of Psychology*. New Delhi: Oxford University Press.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill.

ADDITIONAL RESOURCES

Ekman, P. (1999). *Basic Emotions: Handbook of Cognition and Emotion*. Sussex, U.K.: Wiley

Freud, S. (1991). *Introductory Lectures in Psychoanalysis*. New Delhi: Penguin Books.

Gardner, H. (1993). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Santrock, J. W. (2010). *Educational Psychology*. Delhi: Inwin Professional Publishers.

TEACHING LEARNING PROCESS

This paper provides an in-depth overview of the dominant theoretical and empirical trends in psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated and its unique relevance in understanding the human subjectivity as shaped by the social, historical and political is dwelt upon. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical component attached to the paper allows students the opportunity to using various kinds of psychological tests and also to carry out both qualitative and quantitative analysis of the findings. Students will be imparted a variety of skills such as how to select an appropriate psychological test and administer it under standardized conditions, how to form

rapport with the participant, how to interpret results, discuss the findings, write a report, etc. These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary skills. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one's findings for analysis and learns from other students' work, with the teacher helping each student to relate his findings to theory and research literature.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, administer tests and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

KEYWORDS

Personality, Intelligence, Self; Creativity

C-PSY-05: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Building an understanding of pre-history and history of psychology, including philosophical and general-scientific milestone events that have influenced the development of the discipline
- Identifying and appreciating the diversity of contributions to the contemporary fields of psychology
- Developing critical thinking skills with increased ability to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology
- Describe the key figures in the history of psychology and their major contributions and perspectives
- Provide an introduction to the development of the discipline both from the Indian as well as Western perspective

UNIT 1

Understanding Psyche: Indian Views on Consciousness: Yoga and Vedant; Early Western Views (Structuralism, Functionalism, and Gestalt); Debates in Western Psychology, Free Will and Determinism, Empiricism and Rationalism; Content and Methodological Shifts across schools of Psychology

UNIT 2

Positivist Thrust: Rise of Behaviorism (Watsonian Perspective); Shift from Behaviorism to Neo-Behaviorism (With reference to Hull, Tolman and Skinner); Transition from Behaviorism to Cognitive Psychology (Information Processing Approach)

UNIT 3

Experiential Thrust: Psychoanalysis: Freudian Approach, Jungian Perspective, Sociological Shift (Karen Horney, Erik H. Erikson), Object Relational Perspectives (Tenets and Concepts); Existential Psychology (Major Themes); Humanistic Approach (Maslow and Rogers)

UNIT 4

Critical Perspectives: Social Constructionism in Psychology, Feminism and Psychology

REFERENCES

Frith, H. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. *Feminism and Psychology, 11*(2), 147-151.

Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist, 40*, 266-275.

King, D.B., Viney, W. & Woody, W.D. (2008). *A History of Psychology: Ideas and Context* (4th Ed.). London, UK: Pearson Education.

Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.

Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.

Schultz, D.P. & Schultz, S.N. (2011). *A History of Modern Psychology*, 10th edition. UK: Wadssworth, Cengage Learning.

Thomas, T. (2005). *The Critique of Psychology: From Kant to Post Colonial Theory*. NY: Springer-Verlag.

ADDITIONAL RESOURCES

Bansal, P. (2019). *Psychology: Debates and Controversies*. New Delhi: Sage.

Gergen, K.J. (1996). *Social psychology as social construction: The emerging vision*. In C. Mc Garthy and A. Haslam (Eds.). *The message of social psychology: Perspectives on mind and society*. Oxford: Blackwell

Kakar, S. (2006). Culture and Psychoanalysis: A Personal Journey. *Social Analysis, 50* (2), 25-44.

Kumar, M. (2011). (Re)locating the feminist standpoint in practice of psychology today: A case of India. In A. Rutherford et al. (Eds.), *Handbook of International feminisms: International and cultural psychology* (pp. 175-193). Springer

St. Clair, M. (1999). *Object Relations and Self-Psychology: An Introduction*. Belmont, California: Wadsworth Publishing.

TEACHING-LEARNING PROCESS

This paper provides an in-depth overview of evolution of the field of psychology and attempts to expose students to the diversity of contributions to the contemporary fields of psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated and its unique relevance in understanding the human subjectivity as shaped by the social, historical and political is dwelt upon. The curriculum may be transacted using several pedagogical methods such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Tutorial activities constitute a vital component of the teaching-learning process in psychology. The tutorial exercises are geared towards providing students the much needed space for asking sophisticated questions regarding theories and principles of psychology, clarify doubts arising out of subject

matter, practice writing skills, make presentations on psychological topics and review research papers.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, etc.

KEYWORDS

Psyche; Debates in Psychology; Psychoanlysis; Existentialism; Social Constructionism

C-PSY-06: PSYCHOLOGICAL RESEARCH

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.
- Demonstrate ability to plan simple researches and state its requirements.
- Developing familiarity with different kinds of measures and techniques for assessing individual differences.
- Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.
- Understanding the importance of maintaining ethical and moral integrity of the researcher.
- To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

UNIT 1

Basics of research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research; Current Issues in Psychological Research – Replication Crisis, Publication and Ethics; Research Traditions: Quantitative and Qualitative Orientations Towards Research and their steps, Comparing Qualitative and Quantitative Research Traditions, Formulating a problem and developing a testable research question/research hypothesis

UNIT 2

Sampling: Probability and Non Probability Sampling Methods

UNIT 3

Methods of Data Collection: Case Study, Observation, Interview & Focus Group Discussion, Survey, Use of Secondary Data

UNIT 4

Psychological Testing: Characteristics of a test – Standardization, Reliability, Validity, Norms, Applications and issues

PRACTICAL

Any 2 practicum based on C-PSY-06 (each practicum group will consist of 10-12 students) using any of the following: Interview/FGD/Survey/Observation/Case Study/Semi Projective Techniques

REFERENCES

Anastasi, A., & Urbina, S. (2017). *Psychological Testing*, 7th Edition. Noida: Pearson India.
Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.
Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage.
Gregory, R.J. (2017). *Psychological Testing: History, Principles, and Applications* (7thEd.). New Delhi: Pearson India.
Murphy, K.R. & Davidshofer, C. O. (2019). *Psychological Testing: Principles & Applications* (6th Ed.). New Jersey: Pearson.
Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Ed.) Boston: Pearson Education.
Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method.* Philadelphia: Open University Press.

ADDITIONAL RESOURCES

Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*, Third Edition. Delhi: Sage Texts.
Deb, S., Gireesan, A., & Prabhavalkar, P.(2019). *Social Psychology in Everyday Life*. Delhi: Sage Texts.
Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd Ed.) Oxford: Blackwell Publishers
Kerlinger, F.N. & Lee, H.B. (1999). Foundations of Behavioural Research. Belmont, California: Wadsworth.
Valery, C. (2016). *Fundamentals of Research on Culture and Psychology: Theory and Methods.* New York: Routledge.

TEACHING LEARNING PROCESS

This course trains students to design and conduct creative, systematic and ethical psychological research studies. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical component attached to this paper allows students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of designing a sound research study which entails several skills – reviewing research, framing research objectives and questions, deciding and using the appropriate methods of data collection, selecting and communicating with participants, analyzing data, interpreting and discussing the findings. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one's findings for analysis and learns from other students' work, with the teacher helping each student to relate his findings to

theory and research literature.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

KEYWORDS

Qualitative and Quantitative Research; Sampling; Data collection; Test; Standardization

C-PSY-07: SOCIAL PSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the basic social psychological concepts and familiarize with relevant methods.
- Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.
- Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.
- Develop an understanding of the individual in relation to the social world

UNIT 1

Introduction: Nature and scope of Social Psychology; Levels of social analysis; Critique to Social Psychology; Overview of the history and current trends of Social Psychology (Including development in India)

UNIT 2

Understanding self and evaluating the social world: Making of the self; Social Cognition, Social Perception, Impression Management; Attitudes (Attitude-Behaviour Link; Strategies for attitude change)

UNIT 3

Social Interaction and Influence: Interpersonal Attraction, Prosocial Behaviour, Aggression, Social Influence Processes (Conformity, Compliance and Obedience)

UNIT 4

Group Dynamics: Nature of Groups; Basic Processes, Group Performance, Group Decision Making; Group Interaction (Facilitation, Loafing)

REFERENCES

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.

Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.

Hogg, M. &Vaughan, G.M. (2008*). Social Psychology*. Upper Saddle Rives, New Jersey: Prentice Hall.
Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin.
Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments* (ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.
Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.).New Delhi: Pearson.

ADDITIONAL RESOURCES

Asch, S. E. (1956). Studies of independence and conformity: I. A minority of one against a unanimous majority. *Psychological Monographs: General and Applied, 70*(9), 1-70. doi:10.1037/h0093718
Branscombe, N.R., Baron, R.A., Baumeister, R.F., & Kapur, P. (2019). *Social Psychology*, 14th Ed. New Delhi: Pearson.
Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. New Delhi: Sage
Forsyth, D.R. (2014). *Group Dynamics*, 3rd Ed. New Delhi: Cengage Learning.
Janis, I. L. (1982). *Group Think: Psychological studies of Policy Decisions and Fiascos* (2nd Edition). California: Houghton Mifflin.
Milgram, S. G. (1963). Behavioral Study of obedience. *The Journal of Abnormal and Social Psychology, 67*(4), 371-378. doi:10.1037/h0040525
Stainton-Rogers, W. (2003). *Social Psychology: Experimental and Critical Approaches*. UK Higher Education, Oxford University Press.

TEACHING LEARNING PROCESS

The teaching-learning process in this paper provides an in-depth overview of the dominant theoretical and empirical trends in a major subfield of psychology- social psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated and an understanding of the individual in relation to the social world is fostered. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Tutorial activities constitute a vital component of the teaching-learning process in psychology. The tutorial exercises are geared towards providing students the much needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics and review research papers.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, etc.

KEYWORDS

Attitudes; Interpersonal attraction; Aggression; Pro-social Behaviour; Groups; Conflict; Prejudice

C-PSY- 08: UNDERSTANDING PSYCHOLOGICAL DISORDERS

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.
- Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section).
- Acquiring knowledge about Anxiety Disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.
- Developing sensitivity towards individual and cultural diversity.

UNIT 1

Introduction: Criteria Of Abnormality, Causal Factors, Classification, Clinical Assessment, Intervention: Rehabilitation; Psychotherapy; Biological Intervention: Convulsive and Pharmacological Therapy

UNIT 2

Stress, Anxiety and Related Condition (Clinical Picture and Dynamics): Post Traumatic Stress Disorder, Cardiovascular Disorder, Anxiety Disorders: Generalized Anxiety Disorder, Phobia, Obsessive Compulsive Disorder

UNIT 3

Mood Disorder (Clinical Picture and Dynamics): Depressive Disorder, Bipolar and Related Disorders

UNIT 4

Somatic Symptoms and Dissociative Disorders (Clinical Picture and Dynamics): Somatic Symptom and related disorders, Conversion Disorder, Dissociative Identity Disorder

REFERENCES

Barlow H. & Durand V. Mark (2014). *Abnormal Psychology*: An Integrative Approach. Delhi: Cengage Learning India.

Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. New York: Open University Press.

Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.

Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning

ADDITIONAL RESOURCES

Foucault, M. (2003). Abnormal: Lectures at the College De France 1974-75. London, UK: Verso Books.

Freud, S. & Breur, J. (2004). *Studies in Hysteria*. London, UK: Penguin Classics.

Ray,W.J. (2015). *Abnormal Psychology; Neuroscience Perspective on Human Behavior and Experience*. New Delhi: Sage.

TEACHING LEARNING PROCESS

This paper provides an in-depth overview of the dominant theoretical and empirical trends in a

major subfield of psychology- clinical psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated .The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Tutorial activities constitute a vital component of the teaching-learning process in psychology. The tutorial exercises are geared towards providing students the much needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics and review research papers.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, term papers, etc.

KEYWORDS

Abnormality; DSM, Stress, Mood disorders; Dissociative Disorders

C-PSY-09: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Developing an understanding of the nature of qualitative and quantitative inquiry
- To educate students with the techniques of inferential statistics and hypothesis testing
- Developing a basic knowledge of how to analyze data quantitatively

UNIT 1

Random Sampling and Sampling Distributions; Introduction to Statistical Inference: Testing Hypotheses about Single Means (z and t); Null and Alternative Hypotheses; Procedural Steps for Hypothesis Testing; Hypothesis Testing about a Single Mean – Calculation; Choice of HA: One-Tailed and Two-Tailed Tests; Assumptions in Testing a Hypothesis about a Single Mean; Estimating the Standard Error of the Mean when Is Unknown; t Distribution; Characteristics of Student's Distribution of t; Computing t; Interpreting the Results of Hypothesis Testing (Errors in hypothesis Testing; Power of a Test; p-Value)

UNIT 2

Hypothesis Testing: Testing Hypothesis about the difference between two Independent means (Assumptions; Null and the Alternative Hypotheses; Properties of the Sampling Distribution of the Difference between Means; Computing t Using Definitional Formula Only; Use of a One-Tailed Tests); Hypothesis Testing About the Difference between Two Dependent Means (assumptions; using the formula involving standard errors and correlation only); Confidence Intervals; Relation between Confidence Intervals and Hypothesis Testing; Advantages of Confidence Intervals.

UNIT 3

Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA) The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw Score Formulas for Analysis of Variance only; Comparison of t and F; Post Hoc Comparisons

UNIT 4

Hypothesis Testing for Categorical Variables and Inference about Frequencies: The Chi-Square (Logic and it's assumptions); Calculation of the Chi-Square Goodness- of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test; Nonparametric Approaches; It's Uses and Applications; Comparison with Parametric Tests

REFERENCES

King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). New York: John Wiley & Sons.

Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). New Delhi: PHI Learning Pvt. Ltd. Howitt, D & Cramer, D. (2011). *Introduction to Statistics in Psychology*. UK: Pearsons Education Ltd. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed.). New Delhi: Prentice Hall of India.

Siegal, S. & Castellian, N.J. (1988). Nonparametric Statistics for Behavioural Sciences (2nd Ed.). New York: McGraw Hill

ADDITIONAL RESOURCES

Gigrenzer, G. (2004). Mindless Statistics. *The Journal of Socio-Economics, 33*, 587-606.

Veeraraghavan, V. & Shetgovekar, S. (2016). *Textbook of Parametric and Non- Parametric Statistics*. New Delhi: Sage.

TEACHING-LEARNING PROCESS

The teaching-learning process will endeavour to create a learning environment for students in which the application of statistics in psychology is enhanced. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, repeated practice of calculations and concepts, workshops etc. The tutorial exercises are geared towards providing students the much needed space for practice solving numericals, clarify doubts arising out of subject matter, and make presentations.

ASSESSMENT METHODS

Students will be assessed on their understanding of statistical principles and how to apply them, their ability to express their knowledge, and their capability to solve numerical problems. A variety of assessment methods can be used in the assessment: written assignments, class tests, quizzes, home assignments, term papers, project work, class presentations, and reports.

KEYWORDS

Inferential Statistics; Hypothesis Testing; ANOVA; Non parametric Tests

C-PSY-10: APPLIED SOCIAL PSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the key issues and theoretical concepts related to social inequalities, especially in the Indian context.
- Developing insights into one's own behaviours as a man (or as a woman) through self reflexivity.
- Learning to apply theoretical knowledge of social psychology in designing intervention systems.
- Developing insights into issues related to groups, environment and the legal system.

UNIT 1

Introduction: Nature of Applied Social Psychology, Social influences on behaviour, Levels of Analysis, Overview of methods

UNIT 2

Applications: Intergroup Relations (Prejudice, Conflict, Conflict Management); Health; Environment and Legal System

UNIT 3

Discrimination and Diversity (Economic, Culture, Religious, Social, Gender)

UNIT 4

Intervention and Evaluation: Process of Intervention; Need for evaluation for effective Programmes; Case Studies in Indian Context

PRACTICAL

Any 2 practicum based on C-PSY-10. Each practicum group will consist of 10-12 students.

REFERENCES

Aronson,E., Wilson,T.D., Akert, R.M., & Sommers, S.R. (2017). *Social Psychology*, 9th edition, Delhi: Pearson.

Myers, D., Sahajpal, P., Behera, P. (2011). *Social Psychology* (10th Edition). New Delhi: McGraw Hill.

Mikkelson, B. (1995). *Methods for Development Work and Research: A Guide for Practioners.* New Delhi: Sage.

Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems.* New Delhi: Sage Publications.

Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding Social Psychology Across Cultures*. New Delhi: Sage Publications.

ADDITIONAL RESOURCES

Ahuja, K. K., Dhillon, M., Juneja, A., Deepak, S. & Srivastava, G. (2019). Subverting Heteronormativity: An Intervention to Foster Positive Attitudes toward Homosexuality Among Indian College Students. *Journal of Homosexuality*, *66*(6), 746-768. DOI:

10.1080/00918369.2018.1484230
Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. (2012). *Community Psychology: Linking Individuals and Communities.* Boston, MA: Cengage Learing.
Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Belmont, California: Wadsworth.
Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.
Hewstone, M. (1996). Contact and categorization: Social psychological interventions to change intergroup relations. In N. Macrae, M. Hewstone, & C. Stangor (Eds.), Foundations *of stereotypes and stereotyping* (pp. 323–368). New York: Guilford Press.
Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system: A solution or a source of discrimination. *Vision, 18*(4), 317-325.
Kapur, P., & Misra, G. (2011). Social identity in India: Continuities and fractures. In G. Misra (Ed.), *Contemporary Indian Psychology*. New Delhi: Oxford University Press.
Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies, 59*(4), 427-435. (ISSN: 0033-2968)
Pettigrew, T.F. (1998) Intergroup Contact Theory. *Annual Review of Psychology, 49,* 65-85.
Tajfel, H., & Turner, J.C. (1979). An integrative theory of intergroup conflict. In W.G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–48). Monterey, CA: Brooks/Cole.

TEACHING LEARNING PROCESS

This paper provides an in-depth overview of the dominant theoretical and empirical trends in social psychology, and also the key issues and theoretical concepts related to social inequalities, especially in the Indian context. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated. The curriculum may be transacted using several pedagogical methods such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical components attached to this paper allow students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of designing a sound research study and intervention programs which entails several skills – reviewing research, framing research objectives and questions, deciding and using the appropriate methods of data collection, selecting and communicating with participants, analyzing data, interpreting and discussing the findings. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one's findings for analysis and learns from other students' work, with the teacher helping each student to relate his findings to theory and research literature.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to

express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, term papers, viva voce and observation of practical skills.

KEYWORDS

Participatory Action; Group dynamics; Prejudice; Inequality; Intervention

C-PSY-11: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.
- Develop an understanding of Childhood disorders
- To introduce personality disorders and substance related disorders.

UNIT 1

Schizophrenia Spectrum and other Psychotic Disorders (Clinical Picture and Dynamics)

UNIT 2

Substance Related Disorders (Clinical Picture and Dynamics): Alcohol Related Disorders, Drug Abuse and Dependence

UNIT 3

Disorders and Sexual Variants (Clinical Picture Only): Antisocial Personality Disorder, Borderline Personality Disorder; Sexual Dysfunctions, Gender Dysphoria

UNIT 4

Disorders of Childhood (Clinical Picture Only) – Intellectual Disability/ Learning Disabilities, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder

PRACTICAL

Any two practicum based on topics in C-PSY-11. Each practicum group will consist of 10-12 students.

REFERENCES

Alloy, L.B., Riskind, J.H., and Manos, M.J. (2004). *Abnormal Psychology: Current Perspectives.* (9th Edition). New York: McGraw Hill

Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. New York: Open University Press.

Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal Psychology* (16th Ed). New York: Pearson

Barlow, D.H. & Durand, V.M. (2013). *Abnormal Psychology: An Integrative Approach* (7th Ed). Noida: Cengage Learning India Edition

Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A Dimensional Approach*.

Hyderabad: Wadsworth, Cengage Learning
Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2013). *Abnormal Psychology* (12th Ed). New Jersey: John Wiley & Sons.

ADDITIONAL RESOURCES

Ramachandran, V.S. & Blakeslee, S. (1998). *Phantoms in the Brain: Probing the Mysteries of the Human Mind. London,* UK: William Morrow.
Gururaj, G. et. al. (2016) *National Mental Health Survey of India, 2015-16: Prevalence, Patterns and outcomes.* Bengaluru: NIMHANS Publication No. 129

TEACHING-LEARNING PROCESS

This paper provides an overview of the etiological understanding and therapeutic interventions for the various psychological disorders. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical components attached to this core paper allow students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of designing a sound research study in the area of clinical psychology, using either qualitative or quantitative research techniques, framing research objectives and questions, deciding and using the appropriate methods of analyses, analyzing data, interpreting and discussing the findings. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one's findings for analysis and learns from other students' work, with the teacher helping each student to relate his findings to theory and research literature.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

KEYWORDS

Schizophrenia; Substance abuse; Personality Disorders; Autism; Therapy

C-PSY-12 DEVELOPMENTAL PSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
- Developing an ability to identify the milestones in diverse domains of human development across life stages.
- Understanding the contributions of socio-cultural context toward shaping human development.
- Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.

UNIT 1

Introduction: Concepts, Themes, Theoretical Perspectives of Human Development, Research Designs and Methods

UNIT 2

Stages of Development: Prenatal Development, Birth and Infancy, Adolescence

UNIT 3

Domains of Human Development: Cognitive Development (Piaget, Vygotsky); Language Development; Emotional Development; Moral Development (Kohlberg)

UNIT 4

Socio Cultural Context for Human Development: Family, Peers, Media

PRACTICAL

Any two practicum based on topics in C-PSY-12. Each practicum group will consist of 10-12 students.

REFERNCES

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
Misra, G. (2011). *Handbook of Psychology in India* (Section IV), New Delhi: Oxford University Press.
Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.
Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.
Santrock, J.W. (2012). *Life Span Development* (13th Ed.) New Delhi: McGraw Hill. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.

ADDITIONAL RESOURCES

Kapur, M. (1995). *Mental Health of Indian Children*. New York: Sage Publications.
Mitchell, P, &Ziegler,F.(2017). *Fundamentals of Developmental Psychology*, 2nd edition. New Delhi: Routledge.
Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

TEACHING LEARNING PROCESS

This paper provides an in-depth overview of the dominant theoretical and empirical trends in a major subfield of psychology- developmental psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning major theoretical perspectives and methodological approaches in human development is enhanced, complexities of and debates within the discipline are rigorously interrogated. The curriculum may be transacted

using several pedagogical methods such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical components attached to this core paper allow students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of designing a sound research study which entails several skills – reviewing research, framing research objectives and questions, deciding and using the appropriate methods of data collection, selecting and communicating with participants, analyzing data, interpreting and discussing the findings. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one's findings for analysis and learns from other students' work, with the teacher helping each student to relate his findings to theory and research literature.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

KEYWORDS

Prenatal development; Infancy; Adolescence; Cognitive Development; Language Development; Emotional Development; Moral Development; Socio-cultural context

C-PSY-13: ORGANIZATIONAL BEHAVIOUR

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- To develop an awareness of the concepts related to organizational behaviour.
- Help the students develop a connection between concepts and practices of organizations.
- Understanding the evolution of the field of organizational behaviour and the challenges faced by the field today, for instance diversity, corporate social responsibility, etc.
- Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
- Understanding leadership processes from different theoretical perspectives.

UNIT 1

Introduction: Industrial/Organizational Psychology; Historical Antecedents of Organizational Behaviour: Scientific Management and Human Relations Movement; Challenges faced by the field

UNIT 2

Individual Level Processes: Employee Attitudes: Job Satisfaction (Antecedents and consequences of Job Satisfaction; Measurement of Job Satisfaction), Organizational Citizenship Behaviour; Work Motivation; Early Theories: Maslow, Mcclelland, Two Factor; Contemporary Theories and Applications: Goal Setting, Equity, Expectancy

UNIT 3

Dynamics of Organizational Behaviour: Organizational Culture; Organizational Politics; Sexual Harassment; Positive Organizational Behaviour (Self Efficacy, Optimism)

UNIT 4

Leadership: Basic Approaches: Trait Theories, Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and Transformational Leadership), Challenges to the Leadership Construct (Leadership as attribution, Substitutes & Neutralizers to the Leadership Construct); Indian Perspective on leadership

PRACTICAL

Any two practicum based on topics in C-PSY-13. Each practicum group will consist of 10-12 students.

REFERENCES

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (10th Ed.). Noida: Dorling Kindersley. 2

Luthans, F. (2011). *Organizational Behaviour*: An Evidence Based Approach (11th Edition). New York: McGraw-Hill/Irwin.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology.* Summerfield, NC: Hypergraphic Press.

Robbins, S. P. Judge, T.A & Vohra, N. (2019).*Organizational Behavior* (18th Ed). New Delhi: Pearson. Schultz, D. & Schultz, S.E. (2017). *Psychology at Work Today* (10th Ed.). London: Routledge.

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. Noida: Dorling Kindersley.

Sinha, J.B.P. (2008). *Culture and Organizational Behaviour*. New Delhi: Sage.

ADDITIONAL RESOURCES

Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (pp. 239-261). Thousand Oaks, CA,: Sage Publications, Inc.

Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics, 18*(3), 19-31.

Garima, K. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations, 53*(2), 183-199.

Griffin, R.W.& Moorhead, G. (2009). *Organizational Behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.

Herzberg, F. (1966). *Work and The Nature Of Man*. Cleveland: World Publishing Company.

Kanungo, R.N. & Mendonca, M. (1994)(Eds.). *Work Motivation; Models for Developing Countries*. New Delhi: Sage.

Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and Organizational Psychology.* New Jersey: John Wiley.

Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford University Press.
Prakash, A. (2011). Organizational Behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
Roethlisberger, F.J. & Dickson, W.J. (1939). *Management and the Worker*. Cambridge, Massachuttes: Harvard University Press.
Schermerhorn, Jr., Osborn, J.G. Uhl-Bien, M. & Hunt, J.R. (2013). *Organizational behaviour*. New Delhi: Wiley India.

TEACHING-LEARNING PROCESS

This paper provides an in-depth overview of the dominant theoretical and empirical trends in a major subfield of psychology - organizational psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated and a connection is drawn between concepts and practices of organizations. The curriculum may be transacted using several pedagogical methods such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical components attached to this core paper allow students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. Students will be imparted a variety of skills such as how to conduct a research in organizational settings, how to select an appropriate tool and administer it, how to use an appropriate method of data collection, analyze data, interpret and discuss the findings, etc. These practicals will be done in smaller groups of 10- 12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one's findings for analysis and learns from other students' work, with the teacher helping each student to relate his findings to theory and research literature.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

KEYWORDS

Scientific management; Human Relations Movement; Job satisfaction; Work motivation; Organizational Culture; Leadership

C-PSY-14: COUNSELLING PSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- To develop an understanding of basic concepts, processes, and techniques of Counseling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.

UNIT 1

Introduction: Nature and Goals; Counselling as a profession: Professional Ethics (Latest Version Of American Counselling Association – ACA); The Effective Counsellor: Personality Characteristics; Status of Counselling Psychology in India

UNIT 2

Therapeutic Process: Building Therapeutic Relationships; Working in a Theraputic Relationship; Termination

UNIT 3

Techniques of Counselling: Psychoanalytic Techniques; Humanistic Techniques; Behavioral Techniques; Cognitive Techniques; Indian Techniques: Yoga and Meditation

UNIT 4

Applications: Child Counselling; Family Therapy; Career Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse

PRACTICAL

Any two practicum based on topics in C-PSY-14 in groups of 10-12 students per class

REFERENCES

Corey, G. (2009). *Counselling and Psychotherapy: Theory and Practice* (7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E.M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.

Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds). *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson.

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson.

Seligman, L. & Reichenberg , L.W.(2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills* (3rd Ed). New Delhi: Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Boston: Brooks/ Cole Cengage Learning.

Udupa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

Ziomek-Daigle,J.(2018). *Counseling children and adolescents: Working in school and Mental Health Settings*, New Delhi: Routledge.

ADDITIONAL RESOURCES

Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.). Iowa: W. C. Brown.
Capuzzi,D. &Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi: Pearson.
Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage.
Gibson, Robert, L. Mitchell, Marianne, H. (2015*). Introduction to Counselling and Guidance* (7th Ed.). New York: Pearson.
James, R. K. (2008). *Crisis Intervention Strategies* (6th Ed.). Australia. Thomson Brooks/Cole.
Hillman, J.L (2002). Crisis Intervention and Trauma: New approaches to evidence-based practice. New York: Kluwer Academic/Plenum Publishers.
S.N. & Sahajpal, P. (2013). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

TEACHING LEARNING PROCESS

This paper provides an in-depth overview of the dominant theoretical and empirical trends in an important subfield of psychology - counselling psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, and basic counselling skills are imparted. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, role plays, field visits, workshops etc. The practical components attached to this paper allow students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of designing a sound research study which entails several skills – reviewing research, framing research objectives and questions, deciding and using the appropriate methods of data collection, selecting and communicating with participants, analyzing data, interpreting and discussing the findings. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one's findings for analysis and learns from other students' work, with the teacher helping each student to relate his findings to theory and research literature.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

KEYWORDS

Ethics of counselling; Process of counselling; Techniques; Crisis Intervention

ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 4) (2 IN SEMESTER- V AND 2 IN SEMESTER-VI)

DSE-PSY-01: POSITIVE PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- Appreciating and understanding the meaning and conceptual approaches to positive psychology.
- Being able to understand the how positive emotional states contribute to resilience, happiness, and wellbeing.
- Learning the various pathways through which cognitive states and processes influence self-efficacy, optimism and wellbeing.
- Being able to identify the applications of positive psychology.

UNIT 1

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and Virtues

UNIT 2

Positive Emotional States and Processes: Happiness and Well being, Positive Emotions, Resilience

UNIT 3

Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow

UNIT 4

Applications: Work, Education, Ageing

REFERENCES

Baumgardner, S.R., & Crothers, M.K. (2010). *Positive Psychology*. Upper Saddle River, New Jersey.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. London, UK: Routledge.

Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment.* New York: Free Press/Simon and Schuster.

Snyder, C.R., & Lopez, S.J.(2007). *Positive Psychology: The Scientific and Practical Exploration of Human Strengths.* Thousand Oaks, CA: Sage.

ADDITIONAL RESOURCES:

Compton, W.C., & Hoffman, E. (2012). *Positive Psychology: The Science of Happiness and Flourishing*. Wadsworth: Cengage Learning.

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press

Snyder, C. R., & Lopez, S. (Eds.) (2002). *Handbook of Positive Psychology.* New York: Oxford University Press.

TEACHING LEARNING PROCESS

The curriculum of the three year course is to be transacted using several pedagogical methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Since psychology is largely an empirical study, research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive and resonate with the lives of students. Tutorial activities constitute a vital component of the teaching-learning process in psychology. They are geared towards providing students the much needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics, review research papers, and design small research studies. In addition to academic deliberations, it allows an informal space for personal disclosures and discussions that help create non-hierarchical relationships- imperative in a discipline like psychology.

ASSESSMENT METHODS

The assessment of students' achievement in the course will be assessed on their understanding of disciplinary knowledge and their ability to express their knowledge accurately. A variety of assessment methods can be used in the assessment: written assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, open book tests, class tests, home assignments, quizzes, objective type tests, oral tests, etc. Students may be evaluated on the basis of comprehensiveness of information and argument presented, review of past literature, critical reasoning and presentation skills.

KEYWORDS

Happiness, well-being, emotions

DSE-PSY-02: HUMAN RESOURCE MANAGEMENT

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- Developing the basic ability to assist HR departments in fulfilling human resource functions, particularly related to recruitment, selection, performance appraisal, and training.
- Developing skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.
- Developing multi-cultural understanding of HRM and sensitivity towards diversity.

UNIT 1

Introduction to Human Resource Management (HRM): Strategic and traditional HRM; HRM and HRD, Issues in HRM

UNIT 2

Person-Organization Fit: Job analysis; Recruitment and Selection; Performance Appraisal

UNIT 3

Human Resource Development: Training (Identification of training needs; Techniques of training; Evaluation of training); Organizational Development (any one model and techniques)

UNIT 4

International human resource management (IHRM): The Context of Globalization; Understanding Cultural differences (Hofstede); Policies and Practices in the Multinational Enterprise; Expatriate Failure

REFERENCES

Aamodt, M.G. (2015). *Industrial/ Organizational Psychology* (8th Ed.). UK: Cengage Learning.
Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International Human Resource Management: Policies and Practices for Multinational Enterprises*. (3rd Edition). New York: Routledge.
Dessler, G., &Varkkey, B. (2011). *Human Resource Management* (12th Edition). New Delhi, India: Pearson Education.
DeCenzo, D.A. & Robbins, S.P. (2006). *Fundamentals of Human Resource Management*. (8th Edition). New York: Wiley.
Jex, S.M. & Britt, T.W. (2014). *Organizational Psychology: A Scientist-Practitioner Approach* (3rd Edition). New York: Wiley.
Tayeb, M. H. (2005). *International Human Resource Management: A Multinational Company Perspective.* New York: Oxford University Press.

ADDITIONAL RESOURCES:

Ahuja, K.A., Padhy, P., & Srivastava, G. (2018). Performance Appraisal Satisfaction and Organizational Commitment. *The Indian Journal of Industrial Relations, 53*(4), 675- 692.
Banfield, P., & Kay, R. (2011). *Introduction to Human Resource Management* (2nd Edition). New Delhi: Oxford University Press.
Bhatnagar, J. & Budhwar, J. (2009). The *Changing Face of People Management in India*. London: Routledge.
Chadha, N.K. (2005). *Human Resource Management: Issues, Case studies and Experiential Exercises.* (3rd Edition) New Delhi: Sai Printographers.
Harzing, A-W., & Pinnington, A.H. (Eds.) (2014). *International Human Resource Management* (4th Edition) New Delhi: Sage.
Khandelwal, K.A. (2009). *In Search of Indianness: Cultures of Multinationals*. New Delhi: Kanishka Publishers.

TEACHING LEARNING PROCESS

The curriculum is to be transacted using several pedagogical methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Since psychology is largely an empirical study, research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive and resonate with the lives of students. Tutorial activities constitute a vital component of the teaching-learning process in psychology. They are geared towards providing students the much needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics, review research papers, and design small research studies. In addition to academic deliberations, it allows an informal space for personal disclosures and discussions that help create non-hierarchical relationships- imperative in a discipline like psychology.

ASSESSMENT METHODS

The assessment of students' achievement in the course will be assessed on their understanding of disciplinary knowledge and their ability to express their knowledge accurately. A variety of assessment methods can be used: written assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, open book tests, class tests, home assignments, quizzes, objective type tests, oral tests, etc. Students may be evaluated on the basis of comprehensiveness of information and argument presented, review of past literature, critical reasoning and presentation skills.

KEYWORDS

Job Analysis, Training, Performance Appraisal, International HRM

DSE-PSY-03: HEALTH PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding health psychology and the relation between mind and body.
- Identifying the characteristics of healthy behaviours and promoting them.
- Understanding a variety of health enhancing behaviours and the importance of exercise, nutrition, safety and management of pain and stress.
- Developing an understanding of pursuing research in health psychology domains and developing interventions.

UNIT 1

Introduction to Health Psychology: Mind and Body Relationship, Components of Health: Social, Emotional, Cognitive and Physical Aspects, Relationship Between Health and Psychology, Cultural Construction of Health, Goals of Health Psychology, Bio-Psychosocial Model of Health, Indian Model of Health

UNIT 2

Behavior and Health: Characteristics of Health Behaviour; Barriers to Health Behaviour; Theories of Health Behavior (Health –Belief Model, Theory of Planned Behavior, Stages of Change Model)

UNIT 3

Health Promotion and Management: Exercise, nutrition, Indian Healing Techniques (Ayurveda, Traditional Healing), Stress and Coping

UNIT 4

Interventions and Research in Health Psychology: Emotions, Culture and Health, Research on Health Psychology in India

REFERENCES

Dalal, A.K. (2016). *Cultural Psychology of Health in India*. Delhi: Sage.

DiMatteo, M. R., & Martin L. R. (2011). *Health Psychology*. Noida: Dorling Kindersley.

Marks, D.F., Murray, M., Evans, B., & Estacio, E.V.(2011). *Health Psychology* (3rd Edition).

London: Sage.
Sarafino, E.P., & Smith, T.W. (2016). *Health Psychology: Bi- psychosocial Interactions* (9th Edition). New York: Wiley.
Taylor, S.E. (2017). *Health Psychology* (10th Edition). Delhi: Tata McGraw Hill.

ADDITIONAL RESOURCES

Allen, F. (2011).*Health Psychology and Behaviour*. Delhi: Tata McGraw Hill.
Misra, G. (1999).*Stress and Health*. New Delhi: Concept.
Sanderson, C.A. (2018). *Health Psychology: Understanding the Mind-body Connection (*3rd Edition). London, UK: Sage Publishers.
Wadhwa, S. (2017) (Ed.). *Stress in the Modern World.* Santa Barbara, California: Greenwood.

TEACHING LEARNING PROCESS

The curriculum is to be transacted using several pedagogical methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Since psychology is largely an empirical study, research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive and resonate with the lives of students. Tutorial activities constitute a vital component of the teaching-learning process in psychology. They are geared towards providing students the much needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics, review research papers, and design small research studies. In addition to academic deliberations, it allows an informal space for personal disclosures and discussions that help create non-hierarchical relationships- imperative in a discipline like psychology.

ASSESSMENT METHODS

The assessment of students' achievement in the course will be assessed on their understanding of disciplinary knowledge and their ability to express their knowledge accurately. A variety of assessment methods can be used: written assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, open book tests, class tests, home assignments, quizzes, objective type tests, oral tests, etc. Students may be evaluated on the basis of comprehensiveness of information and argument presented, review of past literature, critical reasoning and presentation skills.

KEYWORDS

Health, Behavior, Interventions, Exercise

DSE-PSY-04: COMMUNITY PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the role of Psychology in community development.
- Developing an appreciation of the core values that guide community psychology and facilitate community functions.
- To understand the link between individuals and communities and deal with social issues more effectively.
- Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.

UNIT 1

Introduction: Definition of Community Psychology; Types of Communities; Models; Methods of Community Psychology Research

UNIT 2

Core Values: Individual and Family Wellness; Sense of Community; Respect for Human Diversity; Social Justice; Empowerment and Citizen Participation; Collaboration and Community Strengths.

UNIT 3

Communities as Setting for Health Promotion: Process of Community Organization for Health Promotion, Community Program for Child and Maternal Health, Physically Challenged and Old Age in the Indian Context.

UNIT 4

Interventions: Community Development and Empowerment; Case Studies of Community Intervention Programs by the Governmental and Non-governmental Organizations in Indian Context such as Rural Panchayat Programs, Children's Education, Citizen Right, Self- Help Group, Substance Abuse.

REFERENCES

Fetterman, D.M., Kaftarian, S.J. &Wandersman, A. (Eds.) (1996). *Empowerment Evaluation*. New Delhi: Sage Publication.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities.* Singapore: Wadsworth Cengage Learning.

McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005). *An Introduction to Community Health*. Burlington, MA, United States: Jones and Bartlett Publishers.

Misra, G. (Ed.) (2010). *Psychology in India*, Vol. 2: Vth ICSSR Survey of Psychology. New Delhi: Pearson.

Poland, B. D., Green, L.W. & Rootman, I. (2000). *Setting for Health Promotion: Linking Theory and Practice.* New Delhi: Sage Publication.

ADDITIONAL RESOURCES:

Banerjee, A., Banerji, R., Duflo, E., Glenneske, R., &Khenani, S. (2006). *Can Information Campaign Start Local Participation and Improve Outcomes? A Study of Primary Education in Uttar Pradesh, India.* World Bank Policy Research, Working Paper No.3967.Washington, DC: World Bank.

Dalal, A.K. (2006) Social Interventions to Moderate Discriminatory Attitudes: The Case of the Physically Challenged in India. *Psychology, Health & Medicines*, 11(3), 374–382.

Jiloha, R. C. (2017). Prevention, Early Intervention and Harm Reduction of Substance Use in

Adolescents. *Indian Journal of Psychiatry*, 59(1), 111-118.
Tomar, S. (2017, October 02).*This Village in Madhya Pradesh Imbibed Bapu's Teachings, Became ODF in 2004*. Retrieved from http://www.hindustantimes.com/bhopal

TEACHING LEARNING PROCESS

The curriculum is to be transacted using several pedagogical methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Since psychology is largely an empirical study, research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive and resonate with the lives of students. Tutorial activities constitute a vital component of the teaching-learning process in psychology. They are geared towards providing students the much-needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics, review research papers, and design small research studies. In addition to academic deliberations, it allows an informal space for personal disclosures and discussions that help create non-hierarchical relationships- imperative in a discipline like psychology.

ASSESSMENT METHODS

The assessment of students' achievement in the course will be assessed on their understanding of disciplinary knowledge and their ability to express their knowledge accurately. A variety of assessment methods can be used: written assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, open book tests, class tests, home assignments, quizzes, objective type tests, oral tests, etc. Students may be evaluated on the basis of comprehensiveness of information and argument presented, review of past literature, critical reasoning and presentation skills.

KEYWORDS

Community Programs; Values; Health Promotion Programs in Communities

DSE-PSY-05: CULTURAL AND INDIGENOUS PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- To understand the similarities and differences in cultural processes.
- To identify how culture helps to understand oneself.
- To learn the costs and benefits of cultural diversity and globalization on psycho-social constructs.
- To understand the core concepts of Indian Psychology with its implications and applications.

UNIT 1

Culture and Psychology: Cross Cultural Psychology, Cross Cultural Research, Cultural Psychology, Indigenous Psychology, Post Colonial thought in Psychology: Theoretical and

Methodological implications; Indigenization of Psychology in India

UNIT 2

Cultural constitution of psychological processes- I: Self construals, developmental pathways and Models of Family; Filial Piety in China; Indian Emotion of Lajja; Japanese experience of Amae

UNIT 3

Cultural constitution of psychological processes – II: Indian perspectives on cognition; Cultural Psychology of Morality

UNIT 4

Globalization and Diasporas: Acculturation framework; Nature, psychological benefits and costs of cultural competence; Migration; Management of multicultural identities; Rethinking culture and identity in globalized world: Towards a transnational cultural psychology

REFERENCES

Berry, J.W., Poortinga, Y.H., Pandey, J. (1997). *Handbook of Cross Cultural Psychology. Theory and Method* (Second Edition, Volume 1). M.A.: Allyn and Bacon.

Bonvillain, N. (2019). *Cultural Anthropology.* (4th Edition). New York: Pearson.

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Matsumoto, D., & Juang, L. (2016). *Culture and Psychology*. (6th Edition). Boston, MA: Cengage Learning.

Miller, B.D.(2015). *Cultural Anthropology*. (6th Edition). New York: Pearson.

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Sinha, J. B. P. (2002). Towards Indigenization of Psychology in India. In Misra, G. & Mohanty, A.K. (Eds.). *Perspectives on Indigenous Psychology* (pp. 440-457). New Delhi: Concept Publishing Company.

Smith, P.B., Bond, M. H., &Kagitcibasi, C. (2006). *Understanding Social Psychology across Cultures: Living and Working in a Changing World.* London: Sage.

ADDITIONAL RESOURCES:

Adair, J. G. (2002). How International is International Psychology? *International Journal of Psychology*, 37, 160-170.

Allwood, C.M. (2018). *The Nature and Challenges of Indigenous Psychologies*. Cambridge, UK: Cambridge University Press.

Auluck, S. (2002). Self and Identity. In Misra, G. & Mohanty, A.K. (Eds.), *Perspectives on Indigenous Psychology.* New Delhi: Concept Publishing Company.

Bhatia, S. (2007). Rethinking Culture and Identity in Psychology: Towards a Transnational Cultural Psychology. *Journal of Theoretical and Philosophical Psychology*, *27-28*(2-1), 301-321.

Mathijs, C. R. M., Misra, G. & Verma, S. (2011). *Foundation of Indian Psychology: Theories and Concepts*. (Volume 1). New Delhi: Pearson.

Jain, U. (2002). An Indian Perspective on Emotions. In Misra, G. & Mohanty, A.K. (Eds.), *Perspectives on Indigenous Psychology.* New Delhi: Concept Publishing Company.

Katz, R. (2017). *Indigenous Healing Psychology: Honoring the Wisdom of the First Peoples*. Canada: Healing Arts Press.

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for Cognition, Emotion

and Motivation. *Psychological Review, 98*(2), 224-253.
Misra, G., & Gergen, K. J. (1993). On the place of culture in psychological science. International Journal of Psychology, 28, 225-243.

TEACHING LEARNING PROCESS

The curriculum is to be transacted using several pedagogical methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Since psychology is largely an empirical study, research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive and resonate with the lives of students. Tutorial activities constitute a vital component of the teaching-learning process in psychology. They are geared towards providing students the much needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics, review research papers, and design small research studies. In addition to academic deliberations, it allows an informal space for personal disclosures and discussions that help create non-hierarchical relationships- imperative in a discipline like psychology.

ASSESSMENT METHODS

Since the objective of the paper is to enhance core psychological skills in varied contexts, a number of assessment methods can be used in the assessment: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self assessment and peer assessment with respect to the particular skills learnt.

KEYWORDS

Culture; Self; Identity

DSE-PSY-06: PROJECT/ DISSERTATION

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- Conceptualizing a research problem based on the basic and applied orientation of research.
- Executing a research plan through systematic application of knowledge about appropriate sampling, suitable research designs, relevant research tools, standardized conduction, accurate data analysis techniques and adhering to ethical guidelines.
- Reporting research outcomes in a standardised, universally acceptable and comprehendible format.
- Gaining insights about the domain researched and critically reflecting on the steps of the research process.

UNIT 1

Abstract & Introduction: Understanding the area of research, ethical guidelines of research, and finalisation of Topic; Theoretical underpinnings

UNIT 2

Review of Literature: Understanding and exploration of related research in the discipline

UNIT 3

Methodology: Designing the Study, Methods of Data Collection as per the requirements of the topic and design

UNIT 4

Data Analysis & Discussion: Qualitative and/or Quantitative Analysis as per the design and aims of the research

REFERENCES

Latest APA manual for dissertation

ADDITIONAL RESOURCES

As per the area of work

TEACHING LEARNING PROCESS

The project/dissertation require one-on-one supervision of the student with a faculty member. It is intensive learning and application of knowledge in a specialized domain. The aim to closely mentoring is to help talented students perform to the best of their capacities, while developing critical abilities and research skills. It is encouraged that the students, in addition to discussing their work with their respective supervisors, also keep in active touch with their peers who have opted for the same paper. This will foster a positive engagement with the research possibilities in the discipline as well as encourage peer learning. The writing, researching and analysis of data and/or text are to be done in consultation with the faculty supervisor. Project should be offered only in Semester VI and only to some students who are interested in pursuing serious research, keeping in mind other logistical constraints. The remaining students will be offered another DSE in lieu.

ASSESSMENT METHODS

- The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory. The norms for Project are one class per week per student (1 credit). The remaining 5 credits shall be endorsed by the supervisor for library visits, field visits, laboratory work, participants' engagement, data collection, data analysis, and other project related work.
- The dissertation must be written in the APA format, not more than 50 pages (excluding references and appendices), with 1.5 spacing, both sides typed and soft bound.
- The marks distribution for Project should be as follows: (a) Report: 75 marks (b) Viva: 25 marks The thesis is to be evaluated for 75 marks as per the following breakup:

Abstract: 5 marks

Introduction (includes literature review and present study): 15 marks

Method: 20 marks

Results and Discussion: 30 marks

References: 5 marks

There should be one internal examiner and one external examiner to evaluate the thesis and for viva.

KEYWORDS
Project, Research, Field Study, Data, Discussion, APA

DSE-PSY-07: PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the meaning and processes of education at individual and social plains in the Indian context.
- Demonstrating an appreciation of the role of the teacher in education.
- Understanding the social processes within the classroom and broader societal contexts that shape student's learning outcomes.
- Developing an insight into the notion of inclusivity in education.

UNIT 1

Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centred' and 'progressive' education

UNIT 2

Debates and Issues in Educational Psychology: De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue

UNIT 3

Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment

UNIT 4

Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling

REFERENCES

Combs, A. (1979). *Myths in Education: Beliefs That Hinder Progress and Their Alternatives*. London: Allyn & Bacon.

Matthews, M. (1980). *The Marxist Theory of Schooling: A Study of Epistemology and Education.* Sussex: The Harvester Press.

Patience, A. (2008). The Art of Loving In The Classroom: A Defence Of Affective Pedagogy. *Australian Journal of Teacher Education, 33*(2). Retrieved from http://dx.doi.org/10.14221/ajte.2008v33n2.4

Santrock, J.W. (2017). *Educational Psychology* (6th Edition). London, UK: Mc Graw Hill Education.

Slavin, R. (2006). *Educational Psychology: Theory and Practice*. New York: Pearson.
Sutherland, M. (1988). *Theory of Education*. London: Longman.
Woolfolk, A. &Kapur, P. (2019). *Educational Psychology* (15th Edition). New Delhi: Pearson.

ADDITIONAL RESOURCES:

Bartlett, S., & Burton, D. (2012). *Introduction to Education Studies*. London: Sage.
Leicester, M. (2008). *Creating an Inclusive School*. London: Continuum International Publishing Group.
Long, M. (2000). *The Psychology of Education*. Sussex: Routledge
Dearden, R. (1967). The Concept of Play. In R. Peters (Ed.) *The Concept of Education.* London: Routledge & Kegan Paul.
Mertens, D.M .(2019). *Research and Evaluation in Education and Psychology. Integrating Diversity with Quantitative, Qualitative and Mixed Methods* (5th Edition). London: Sage.
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Smith, M. (1977). *The Underground and Education: A Guide to the Alternative Press*. London: Methuen & Co. Ltd.
Spring, J. (1975). *A Premier of Libertarian Education*. New York: Free Life Editions.
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TEACHING LEARNING PROCESS

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ASSESSMENT METHODS

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KEYWORDS

Education, learning, inclusivity, classrooms

DSE-PSY-08: PSYCHOLOGY OF DISABILITY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- To understand and conceptualize disability from the psychological perspective.
- To learn to identify the social, cultural, historical and political phenomena associated with disability.
- To develop an understanding of various theories of disability.
- To be able design interventions to deal with disabilities.

UNIT 1

Conceptualizing Disability: An Introduction

Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique

Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust

Issues of language and its consequent labeling: How disability gets constructed: The power of language

UNIT 2

Theorizing Disability: Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model

UNIT 3

Making of a disabled Identity

Documenting Disability: Problems of Certification

Issues of Access: Built and Psychological, Issues of Education and Employment

Family, Care & Support Structures

Intimacy and Sexuality: Marriage, Companion relationships

UNIT 4

Designing Interventions: Psychotherapeutic approaches, Appreciating heterogeneity of different disabilities; Contemporary debates: euthanasia and prenatal selection

REFERENCES

Chib, M. (2011). *One Little Finger.* New Delhi: Sage Publications Pvt. Ltd.

Dalal, A. K. (2002). Disability Rehabilitation in a Tradition Indian Society. In M. Thomas and M. J. Thomas. (Eds), Selected Readings in Community Based Rehabilitation, Series 2, *Asia Pacific Disability Rehabilitation Journal, 1*, 17-26.

Dalal, A. K., & Pande, N. (1999). Cultural Beliefs and Family Care of the Children with Disability. *Psychology and Developing Societies*, *11*, 55–75.

Ghai, A. (2015). *Rethinking Disability in India*. New Delhi: Routledge.

Goodley, D. & Lawthom, R. (2006). Disability and Psychology: *Critical Introductions and Reflections.* London: Palgrave Macmillan.

ADDITIONAL RESOURCES:

Dalal, A.K. (2000a). Social Attitudes and Rehabilitation of People with Disability: The Indian Experience. *Arab Journal of Rehabilitation, 5*, 15-21.

Dalal, A.K. (2000b). Living with a Chronic Disease: Healing and Psychological Adjustment in Indian Society. *Psychology and Developing Societies*, *12*, 67-82.
Dalal, A. K. (2011). Folk Wisdom and Traditional Healing Practices: Some Lessons for Modern Psychology. In Mathijs, C., Misra. G., & Varma, S. (Eds.) *Foundations of Indian Psychology: Practical Applications* (Vol. 2). New Delhi: Longman, Pearson Education.
Dalal, A .K., &Misra,G. (2010). The Core and Context of Indian Psychology. *Psychology and Developing Societies*, *22*(1), 121–155.
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Ghai, A. (2010). Psychology of Disabled in Misra, G. (Ed.) *Psychology in India: Advances in Research.* New Delhi: Pearson Education.

TEACHING LEARNING PROCESS

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KEYWORDS

Disability, Empowerment, Language

DSE-PSY-09: PSYCHOLOGY OF PEACE

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- To understand the concepts of peace and managing conflicts.
- To learn the various psychological perspectives of peace.

- To develop an integrated framework for building peace.
- To develop an insight into the process of peace in challenging situations.

UNIT 1

Introduction: Meaning of Peace, Psychology of Peace; Management to Transformation - Key Concepts: Peacekeeping, Peacemaking, Peace-Building, Reconciliation, Conflict Management, Conflict Resolution, Conflict Prevention, And Conflict Transformation

UNIT 2

Psychological Understanding of Peace and Conflict: Psychoanalytical - Freud, Vamik Volkan; Social-Psychological – Herbert C. Kelman, Vollhardt & Bilali, Psychocultural Interpretations – Marc Howard Ross; Exploring Indigenous Traditions (e.g. Satyagraha; Ahimsa, etc.)

UNIT 3

Building Peace: Structure, Process, Integrated framework for peace building, Peace Education

UNIT 4

Peace Process and Transformation: Kashmir, North-East – Manipur, Nagaland, Assam, Pakistan, Northern Ireland- Inter-Community Diversity Network Model, South Africa – Truth And Reconciliation Model, And Israel – Cross Community Network Model, Stories Of Peace Challenge

REFERENCES

Christie, D. J., Hare, A. P., & Winter, D. D. (2001). *Peace, Conflict and Violence: Peace Psychology for the 21stCentury*. Englewood Cliffs, New Jersey: Prentice-Hall.

Fox, M. A. (2014). *Understanding Peace: A Comprehensive Introduction.* New York: Routledge.

Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). *Searching for Peace: The Road to Transcend.* London: Pluto Press.

Jeong, H, W. (2008). *Understanding Conflict and Conflict Analysis.* New Delhi: Sage.

Kelman, H. C. (2015). A Social-Psychological Approach to Conflict Analysis and Resolution, In Sandole, D. J. D., Byrne, S., et al. *Handbook of Conflict Analysis and Resolution* (pp. 170-183). London: Routledge.

Ofstad, O. (2015). *Conflict Management in International Missions* (1st Edition). London: Routledge.

Vollhardt, J. K. & Bilali, R. (2008). Social Psychology Contribution to the Psychological Study of Peace. *Social Psychology*, *39*(1), 12-25.

Webel, C., & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. New York: Routledge.

ADDITIONAL RESOURCES:

Bose, S. (2005). Kashmir at the Crossroads: Problems and Possibilities. In Das, S. K. (Ed.) *Peace Process and Peace Accord* (pp. 142-171). New Delhi: Sage.

Das, S. K. (2005). Nobody's Communiqué: Ethnic Accords in North-East. In Das, S. K. (Ed.) *Peace Process and Peace Accord* (pp. 124-128). New Delhi: Sage.

Delahaye, P., & Krishnan, B. (2003). Imagine Nagaland: The Courage to be Positive. In Sampson, C., Abu- Nimer, M., et al. (Ed.) *Positive Approaches to Peace-building.* Washington, DC: Pact Publications.

Freud, S. (1930). *Civilization and its Discontents*. London, UK: Penguin Books.
Volkan, D. V. (1985). The Need to Have Enemies and Allies: A Developmental Approach. *Political Psychology*, 6(2), 219-247.
Wallensteen, P. (2006).*Understanding Conflict Resolution: War, Peace and the Global System.* London: Sage.

TEACHING LEARNING PROCESS

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ASSESSMENT METHODS

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KEYWORDS

Peace Conflict Peace-Building

DSE-PSY-10: FORENSIC PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- Being able to conceptualise forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.
- Developing an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.
- Understanding the roles of forensic psychologists and psychologists in court, and demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.
- Developing a working knowledge and understanding of the basic theory and methods of investigation used in forensic psychology

UNIT 1

Introduction: Defining Forensic Psychology; History of Forensic Psychology; Scope of Forensic Psychology

UNIT 2

The Psychologist in Court: Expert Evidence, Forensic Reports; Pre-trial Preparation, Forensic Portfolio; Examination in Chief, Cross Examination

UNIT 3

Eyewitness Testimony and False Confession: The Accuracy of Witness Evidence; Eyewitness Evidence in Court; Consequences and Types of False Confession

UNIT 4

Profile Analysis: Nature of Profiling Work; FBI Profiling (Data Assimilation Stage, Crime Scene Classification, Crime Scene Reconstruction, Profile Generation)

REFERENCES

Batchman, R., & Schutt, R. K. (2008). *Fundamentals of Research in Criminology and Criminal Justice*. London: Sage.

Haward, L. (1981). *Forensic Psychology*. London: Batsford Academic and Educational Ltd.

Howitt, D. (2002). *Forensic and Criminal Psychology*. New Delhi: Prentice Hall.

Ross, F. D., Read, D. J., &Toglia, M. P. (1994). *Adult Eyewitness Testimony*. New York: Cambridge University Press.

Webb, D. (2013). *Criminal Profiling: An Introductory Guide*. UK: Independent Publishing Platform.

Wrightsman, L. S. & Fulero, S. M. (2008). *Forensic Psychology* (3rd Edition). Belmont, CA: Wadsworth Publishing Co.

ADDITIONAL RESOURCES

Loftus, E. F. (1996). *Eyewitness Testimony: With A New Preface*. Cambridge, MA: Harvard University Press.

TEACHING LEARNING PROCESS

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KEYWORDS

Eyewitness testimony; profile analysis; crime

DSE-PSY-11: INTRODUCTION TO INDIAN PSYCHOLOGICAL THOUGHT

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- To develop an understanding of the concepts of Indian psychological thought.
- To understand the process of self and personality from a developmental perspective and its involvement in health and healing.
- To facilitate an understanding into mapping selfhood in the context of relationships, motivation, action and agency.
- To learn to formulate strategies to address issues in therapeutic, educational and organizational settings from the indigenous Indian perspective.

UNIT 1

Introduction: Core Components of Indian Psychological Thought, Consciousness, Personality Development

UNIT 2

Self Development: Development of Self, Emotions, Attitudes with Implications upon Individuals Development and Meaning in Life

UNIT 3

Karma Theory: Concept of Karma Yoga, Regulation of Behaviour and it's Applications for Human Behaviour

UNIT 4

Applications of Indian psychology in counselling, education and health

REFERENCES

Bhawuk, D, (2011). *Spirituality and Indian Psychology: Lessons from the Bhagavad Gita*. New Delhi: Springer.

Rao, K, R. & Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New Delhi: D.K. Printworld.

Rao, K, R., Paranjpe, A.C. & Dalal, A.K. (Eds.) (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press.

Rama, S. (2007). *Perennial Psychology of the Bhagvad Gita*. New Delhi: Himalayan Institute Press.

ADDITIONAL RESOURCES:

Dalal, A. S. (Ed.) (2001). *Living Within.* Pondicherry: Sri Aurobindo Ashram Trust.
Hiriyanna, M. (2000). *The Essentials of Indian Philosophy*. New Delhi: Motilal Banarsidas Publishers.
Yogananda (146/1975). *Autobiography of a Yogi*. Bombay: Jaico.

TEACHING LEARNING PROCESS

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KEYWORDS

Self, Personality, Emotions

DSE-PSY-12: ENVIRONMENTAL PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- Developing an understanding of the environmental consequences on our emotions, cognitions and behaviours.
- Understanding pro-environment behaviours and human-environment transaction, and being able to design behavioural interventions to minimize the adverse effects of anti-environment behaviour.
- Learning about the influence of climate change on psycho-social health and wellbeing.
- Developing an insight into the processes related to environmental sustainability.
- Forging interdisciplinary understanding and research possibilities.

UNIT 1

Perceiving the Environment: Understanding the Environment and Need for Conservation; How Environment Influences Our Cognition, Emotions and Actions

UNIT 2

Pro-Environment Behaviors: Awareness of Natural Resources, Barriers to Engaging in Pro-environmental Behaviour; Change of Attitude and Behaviors for Conservation of Natural Resources and Reducing Pollution, Psycho-Social Implications, Pro-Environment Action, Waste Management

UNIT 3

Climate Change: Cognitive, Motivational, Socio-Cultural Factors, Environmental Predictors of Climate Change and Its Implication on Health and Wellness

UNIT 4

Towards Sustainability: Cognitive and Behavioral Consequences of Resource Scarcity (Water, Energy, Food, Money Etc.); Developing Behavioural and Psychological Interventions To Resolve The Issues

REFERENCES

Bonnes, M. & Secchiaroli, G. (1995). *Environment Psychology: A Psycho-social Introduction*. London: Sage Publications.

Fisher, J.D., Bell, P.A., & Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinchart & Winston.

Jain, U. (1987). *The Psychological Consequences of Crowding.* New Delhi: Sage.

Steg, L., Berg, A. & Groot, J. (2019). *Environmental Psychology: An Introduction*. BPS Blackwell, UK: John Wiley.

ADDITIONAL RESOURCES

Cassidy, T (1997). *Environmental Psychology: Behaviour and Experience in Context*. UK: Psychology Press.

Jain, U., & Palsane, M. N. (2004). Environment and Behaviour. In J. Pandey (Ed.), *Psychology in India Revisited: Developments in the Discipline Vol. 3: Applied Social and Organizational* Psychology. New Delhi: Sage.

Nagar, D. (2006). *Environmental Psychology*. New Delhi: Concept.

Winter, D. D. N. (2015). *Psychology for Sustainability* (4th Edition). London, UK: Routledge.

TEACHING LEARNING PROCESS

The curriculum is to be transacted using several pedagogical methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Since psychology is largely an empirical study, research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive and resonate with the lives of students. Tutorial activities constitute a vital component of the teaching-learning process in psychology. They are geared towards providing students the much needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics, review research papers, and design small research studies.

In addition to academic deliberations, it allows an informal space for personal disclosures and discussions that help create non-hierarchical relationships- imperative in a discipline like psychology.

ASSESSMENT METHODS

The assessment of students' achievement in the course will be assessed on their understanding of disciplinary knowledge and their ability to express their knowledge accurately. A variety of assessment methods can be used in the assessment: written assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, open book tests, class tests, home assignments, quizzes, objective type tests, oral tests, etc. Students may be evaluated on the basis of comprehensiveness of information and argument presented, review of past literature, critical reasoning and presentation skills.

KEYWORDS

Pro-Environment Behavior, Man-Nature Connection, Climate Change and Behaviour

DSE-PSY-13: COGNITIVE PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- To study the history and concepts of cognitive psychology.
- To understand different methods of cognitive and neuro-psychological research.
- Being able to understand attention, language, problem solving and decision making processes.

UNIT 1

Introduction to Cognitive Psychology: History, Approaches and Methods of Cognitive Psychology and Neurosciences; States of Consciousness- Modern Theories of Consciousness; Metacognition

UNIT 2

Attention: Nature of Attention; Selective Attention; Divided Attention; Attention and the Effects of Practice- Stroop Task; Habituation and Adaptation

UNIT 3

Language: Structure and Properties of Language; Language Comprehension and Production; Theories of Language; Language and Cognition

UNIT 4

Problem Solving and Decision Making: Concept and Categorization; Methods & Blocks to Problem Solving; Models of Decision Making

REFERENCES

Atkinson R.L., Atkinson R.C., Smith E.E., Bem D.J. (1993). *Introduction to psychology*, (11th ed.). Fort Worth, TX: Harcourt Brace Jovanovich.

Galotti, K.M. (2008). *Cognitive Psychology: In and Out of the Laboratory* (4th Edition). Belmont, CA: Thomson Wadsworth.

Gilhooly K. J., Lyddy Fiona M., Pollick F. (2014). *Cognitive Psychology*. New York: McGraw-

Hill. ISBN: 9780077122669.
Smith. E.E. & Kosslyn, S.M. (2007). *Cognitive Psychology: Mind and Brain.* Upper Saddle River, N.J.: Pearson/Prentice Hall.
Solso, L. R. & MacLin, O.H. (2008). *Cognitive Psychology* (8th Edition). University of Northern Iowa: Pearson Education.
Sternberg, R.J. & Sternberg, K. (2012). *Cognitive Psychology* (6th Edition). Wadsworth: Cengage Learning.

ADDITIONAL RESOURCES:

Danziger, K. & Dzinas, K. (1997). How Psychology got its Variables. *Canadian Psychology*, *38*. 43-48.
Fox, D., Prilleltensky, I., & Austin, S. (Eds.). *Critical Psychology: An Introduction* (2nd Edition.) Thousand, Oaks, CA: Sage.
Matlin, M.W. (2014) .*Cognition* (8th Edition). Delhi: Pearson.
Norenzayan, A. Choi. I and Peng, K. (2007). Perception and Cognition. In Kitayama, S. and Cohen, D. (Eds.) *Handbook of Cultural Psychology*. New York: The Guildford Press.
Riegler , B.R., and Riegler, G.L. (2008). *Cognitive Psychology: Applying the Science of the Mind*. New Delhi: Dorling Kindersley.
Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning and Remembering.* Delhi: Cengage Learning India Private Limited.
Wang, Q. and Ross, M. (2007). Culture and Memory. In Kitayama, S. and Cohen, D. Eds. *Handbook of Cultural Psychology*. New York: The Guildford Press.

TEACHING LEARNING PROCESS

This paper provides an in-depth overview of the dominant theoretical and empirical trends in the field of cognitive psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated and its unique relevance in understanding the human mind as shaped by the social, historical and political is dwelt upon. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Tutorial activities constitute a vital component of the teaching-learning process in this paper. The tutorial exercises are geared towards providing students the much needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on related topics and review research papers.

ASSESSMENT METHODS

The assessment of students' achievement in the course will be assessed on their understanding of disciplinary knowledge and their ability to express their knowledge accurately. A variety of assessment methods can be used: written assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, open book tests, class tests, home assignments, quizzes, objective type tests, oral tests, etc. Students may be evaluated on the basis of comprehensiveness of information and argument presented, review of past literature, critical reasoning and presentation skills.

KEYWORDS

Fields of Psychology, Perception, Memory, Learning

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED-SEC) (ANY 2: 1 IN SEMESTER III AND 1 IN SEMESTER IV)

SEC-PSY-01: EMOTIONAL INTELLIGENCE

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- To understand the theoretical concept of emotional intelligence and its various models
- To foster the ability to identify and manage one's own emotions, as well as the emotions of others
- Help students deal with negative emotional states and promote more positive emotions in its place
- To understand the application of emotional intelligence in myriad settings, such as the workplace, relationships, etc.

UNIT 1

Introduction: Emotional Intelligence; Models of Emotional Intelligence; EQ Competencies: Self-Awareness, Self-Management, Empathy, and Interpersonal Skills; Importance of Emotional Intelligence

UNIT 2

Knowing one's own and other's emotions: Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others

UNIT 3

Managing Emotions: The relationship between emotions, thought and behaviour; Techniques to manage emotions

UNIT 4

Applications of Emotional Intelligence: Workplace; Relationships; Academics

REFERENCES

Anand, P. (2017). *Emotional Intelligence: Journey to Self Positive*. New Delhi: The Readers Paradise.

Bar-On, R., & Parker, J.D.A. (Eds.) (2000). *The Handbook of Emotional Intelligence*. San Francisco, California: Jossey Bros.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

ADDITIONAL RESOURCES

Singh, D. (2003). *Emotional Intelligence at Work* (2nd ed.). New Delhi: Response Books.

TEACHING LEARNING PROCESS

This skill-oriented paper helps students to learn and apply knowledge of emotional intelligence in personal as well as social contexts. A non-judgmental reflective process may be nurtured. Participatory learning, using various pedagogical tools - such as presentations, class discussions, case analysis, peer mentoring, use of ICT tools may be encouraged. A non-judgmental reflective process may be nurtured for self introspection, for cultural rediscovery, for engaging with and embracing difference, for self transformation, of not just the students but also the teachers. Simulation exercises, experiential activities, role play and diary method (maintaining a journal about own emotions, thoughts and desires) can be important tools used by teachers. This will create a learning environment for students in which the excitement of learning psychology is enhanced.

ASSESSMENT METHODS

Since the objective of the paper is to enhance core psychological skills in varied contexts, a number of assessment methods can be used in the assessment: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self assessment and peer assessment with respect to the particular skills learnt.

KEYWORDS

EI, Leadership, Managing Emotions

SEC-PSY-02: STRESS MANAGEMENT

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- To understand the nature of stress and learn the skill to identify symptoms demonstrating stress.
- To get an insight into the various environmental, social, psychological and physiological concomitants of stress and develop skills to reduce the impact of these factors and promote conditions that will reduce stress.
- To learn how stress impacts health and learn coping skills and resilience.
- To develop skills to manage stress by learning yoga, meditation, relaxation techniques and cognitive skills to deal with stress.

UNIT 1

Stress: Introduction, Nature of Stress, Symptoms of Stress

UNIT 2

Sources of Stress: Environmental, Social, Physiological and Psychological

UNIT 3

Stress and Health: Effects of Stress on Health, Eustress

UNIT 4

Managing Stress: Methods - Yoga, Meditation, Relaxation Techniques, Problem Focused and Emotion Focused Approaches

REFERENCES
DiMatteo, M.R., & Martin, L.R.(2017). *Health Psychology*. New Delhi: Pearson
Seaward, B.L. (2018). *Managing Stress: Principles and Strategies for Health and Well-Being* (9th Edition). Burlington, MA: Jones & Bartlett Learning.
Udupa, K.N. (2008). *Stress and its Management by Yoga* (6th Edition). New Delhi: Motilal Banarsidass Publishers.

ADDITIONAL RESOURCES
Carr, A. (2011). *Positive Psychology: The Science of Happiness and Human Strength*. London, UK: Routledge.
Lazarus, J. (2008). *Stress Relief and Relaxation Techniques*. Los Angeles: Keats Publishing.
Neiten, W. & Lloyd, M.A. (2007). *Psychology Applied to Modern Life*. Delhi: Thomson Delmar Learning

TEACHING LEARNING PROCESS
This skill oriented paper helps students to learn and apply psychological knowledge in personal as well as social contexts. A non-judgmental reflective process may be nurtured. Participatory learning, using various pedagogical tools - such as presentations, class discussions, case analysis, peer mentoring, use of ICT tools may be encouraged. A non-judgmental reflective process may be nurtured for self introspection, for cultural rediscovery, for engaging with and embracing difference, for self transformation, of not just the students but also the teachers. Simulation exercises, experiential activities, role play and diary method can be important tools used by teachers. This will create a learning environment for students in which the excitement of learning psychology is enhanced.

ASSESSMENT METHODS
Since the objective of the paper is to enhance core psychological skills in varied contexts, a number of assessment methods can be used in the assessment: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self assessment and peer assessment with respect to the particular skills learnt.

KEYWORDS
Stress, Health, Stress-management

SEC-PSY-03: EFFECTIVE DECISION MAKING

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES
- To learn decision making skills.
- To develop an understanding into the choices that one has about one's career.
- To promote skills pertaining to interpersonal relationships, conflict resolution and negotiations.
- To develop skills enhancing competency at work.

UNIT 1

Introduction: What is Decision Making? Importance of Making Good Decisions

UNIT 2

Decisions regarding Career: Discovering Self and Creating a Healthy Acceptance of Self; Learning to Connect with Self with Vocational Choices/Career

UNIT 3

Decision Making in Interpersonal Context: Learning About Conflict Management in Interpersonal Relations; Negotiation

UNIT 4

Decision Making at the Workplace: Developing Competencies and Skills Required for Effective Decision Making

REFERENCES

Adler, R.B., & Proctor, R.F. (2009). *Communication Goals and Approaches*. Delhi: Wadsworth Cengage Learning.

Chadha, N.K. & Bhatia, H. (2014).*Career Development: Different Voices, Different Choices*. New Delhi: The Readers Paradise.

Lewicki, R.J., Barry, B., & Saunders, D.M. (2015). *Essentials of Negotiation*. Dubuque: McGraw-Hill Education.

ADDITIONAL RESOURCES

Drucker, P.F. (1967). The effective decision. *Harvard Business Review, 45*(1), 92-98.

Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). *Developing Soft Skills*. Delhi: Pearson Education.

TEACHING LEARNING PROCESS

This skill oriented paper helps students to learn and apply psychological knowledge of decision making in personal as well as social contexts. Participatory learning, using various pedagogical tools - such as presentations, class discussions, case analysis, peer mentoring, use of ICT tools may be encouraged. Simulation exercises, experiential activities, role play, etc. can be important tools used by teachers. This will create a learning environment for students in which the excitement of learning psychology is enhanced.

ASSESSMENT METHODS

A number of assessment methods can be used in the assessment: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self assessment and peer assessment with respect to the particular skills learnt.

KEYWORDS

Decision making, Conflict, Self, Negotiation

SEC-PSY-04: EDUCATIONALPSYCHOLOGY

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- To learn the behavioral and social skills of imparting education.
- To develop cognitive skills that will enhance achievement, intelligence and creativity among various groups.
- To enhance skills that will facilitate effective teaching in the classroom as well as managing the classroom.
- To promote skills that will help to impart education to those with special needs.

UNIT 1

Introduction to Educational Psychology: Nature, Scope & Relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism

UNIT 2

Human Diversity and Education: Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio- Economic Status, Regional, Ethnic & Linguistic Diversity; Meta-cognitive strategies through self- reflective accounts of student's own learning methods and processes

UNIT 3

Effective Teaching and Classroom Management: Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances; Classroom Management Exploring different teaching-learning methods and reflecting on their importance in the teaching-learning process; Understanding inclusive classroom practices through interview of educators and class-room observations

UNIT 4

Exceptionality and Special Education: Conceptualizing Exceptionality: Categorization, Labelling and its Educational Implications; Responsibilities of Teachers towards Learners with Special Needs

REFERENCES

Santrock, J. W. (2017). *Educational Psychology* (6th Edition). New York: McGraw Hill Education.

Slavin, R. (2008). *Educational Psychology: Theory Into Practice*, (9th ed.). Boston: Allyn and Bacon.

Ormrod, J.E. & Jones, B. (2018). *Essentials of Educational Psychology* (5th Edition). New York: Pearson.

ADDITIONAL RESOURCES

Lahey, R.B., & Graham J. E. (2000). *An Introduction to Educational Psychology* (6th Ed.). New Delhi: Tata McGraw Hill Publishers.

Woolfolk, A. (2018). *Educational Psychology* (14th Edition). Texas: Pearson.

TEACHING LEARNING PROCESS

This skill oriented paper helps students to learn and apply psychological knowledge in educational settings. A non-judgmental reflective process may be nurtured. Participatory learning, using various pedagogical tools - such as presentations, class discussions, case analysis, peer mentoring, use of ICT tools may be encouraged. A non-judgmental reflective process may

be nurtured for self introspection, for cultural rediscovery, for engaging with and embracing difference, for self transformation, of not just the students but also the teachers.Simulation exercises, experiential activities, role play and diary method can be important tools used by teachers. This will create a learning environment for students in which the excitement of learning psychology is enhanced.

ASSESSMENT METHODS

Since the objective of the paper is to enhance core psychological skills in varied contexts, a number of assessment methods can be used in the assessment: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self assessment and peer assessment with respect to the particular skills learnt.

KEYWORDS

Education, Cognition, Learning

SEC-PSY-05: HUMAN RESOURCE PRACTICES

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- Giving an overview of the core HR practices in organizations, such as job analysis, selection, training and performance appraisal
- Imparting basic psychological skills relevant for a practitioner in an organizational context

UNIT 1

Introduction to Human Resource Management; Job analysis: Importance; Techniques

UNIT 2

Employee Selection: Selection devices: CVs; Interview, Psychometric Testing, Developing Tests for Selection; Conducting Effective Interviews

UNIT 3

Performance Appraisal: Relevance; Performance Appraisal Methods: Graphic Rating Scales, Employee Comparison Methods, Behavioural Checklist and Scales; Feedback of Performance Appraisal Information to Employees

UNIT 4

Training: Steps in Establishing a Training Program; Methods and Techniques of Training

REFERENCES

Aamodt, M. G. (1999). *Applied Industrial/Organizational Psychology*. New Delhi: Cengage Learning.

Chadha, N.K. (2002). *Human Resource Management: Issues, Case Studies & Experiential Exercises.* New Delhi: Shri Sai Printographers.

De Cenzo and Robbins, S.P. (2006). *Fundamentals of Human Resource Management* (8th ed). New York: Wiley.

Muchinsky, P. (2006). *Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology*. Summerfield, NC: Hypergraphic Press.

Smither, R.D. (1988).*The Psychology of Work and Human Performance*. New York: Harper and

Row.

ADDITIONAL RESOURCES

Bolander, P. & Sandberg, J. (2013). How employee selection decisions are made in practice. *Organization Studies, 34*(3), 285-311.
Camp. R., Vielhaber, E.M., &Siminetti, L.J. (2001). *Strategic interviewing: How to hire good people.* San Francisco: Jossey-Bass.
Martin, B. O. &Kolomitro, K. (2013). Training methods: A review and analysis. *Human Resource Development Review,* 13(1), 11-35.
Poundtone, W. (2003). Beware the interview inquisition. *Harvard Business Review, 81*(5), 18-19.

TEACHING-LEARNING PROCESS

This skill oriented paper helps students to learn and apply basic HR skills in organizational contexts. Participatory learning, using various pedagogical tools - such as presentations, class discussions, case analysis, peer mentoring, use of ICT tools may be encouraged. Simulation exercises, experiential activities, role play, etc. can be important tools used by teachers. This will create a learning environment for students in which the excitement of learning psychology is enhanced.

ASSESSMENT METHODS

A number of assessment methods can be used in the assessment: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self assessment and peer assessment with respect to the particular skills learnt.

KEYWORDS

Job analysis; Interview; Psychometric testing; Performance Appraisal; Training

SEC-PSY-06: PERSONAL GROWTH AND DEVELOPMENT

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- To facilitate the process of self-discovery
- The development of emotional, cognitive and interpersonal competencies for personal growth
- Effectively using the experiential learning paradigm
- Working through personal and interpersonal conflicts

UNIT 1

Understanding the Self: The self-concept and self-esteem; Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories

UNIT 2

Emotional Competence: Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence

UNIT 3

Cognitive Competence: Setting and achieving goals; Effective time management; Metacognitive strategies

UNIT 4

Interpersonal Competence: Effective Interpersonal Communication (Conversational Skills, Listening Skills, Reading Non-Verbal Messages, Improving Communication Climates); Intimacy and Self-Disclosure in Close Relationships; Managing Interpersonal Conflicts

REFERENCES

Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in* (14th ed.). Boston, USA: Wadsworth Cengage Learning

Haddon, P. F. (1999). *Mastering Personal and Interpersonal Skills*. London: Thorogood

Robbins, S.P. &Hunsaker, P. L. (2008).*Training In Interpersonal Skills: Tips For Managing People At Work* (5th ed.).New Delhi: PHI Learning

Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science, 26*, 113-125.

Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy Use and Instruction*. New York: Guilford Press.

Weiten, W. & Lloyd, M.A. (2006). *Psychology Applied to Modern Life: Adjustment in the 21st Century* (8th ed.). Belmont, CA: Thomson Wadsworth.

TEACHING LEARNING PROCESS

The paper should offer a context for different kinds of subjectivities to emerge, to be expressed, attended to, listened and held. A non-judgmental reflective process may be nurtured for self introspection, for cultural rediscovery, for engaging with and embracing difference, for self transformation, of not just the students but also the teachers. Participatory learning, using various pedagogical tools - such as presentations, class discussions, case analysis, peer mentoring, use of ICT tools may be encouraged. Simulation exercises, experiential activities, role play, etc. can be important tools used by teachers.

ASSESSMENT METHODS

Since the objective of the papers is to enhance psychological skills pertaining to personal growth and development, a number of assessment methods can be used in the assessment: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self assessment and peer assessment with respect to the particular skills learnt.

KEYWORDS

Self, Self awareness, Competence

SEC-PSY-07: PSYCHOLOGICAL SKILLS IN ORGANISATIONS

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- To gain understanding of key human relations skills demanded at the workplace
- To develop key interpersonal skills and effective management behaviour
- To develop self-awareness and learn self management through coping with stress and time management
- Demonstrating appropriate skills essential in communicating effectively
- To perform as a focused leader in today's tough business environment by enhancing competencies like assertiveness, delegation, problem solving, and conflict management

UNIT 1

Self Management and Social Awareness: Understanding Self-strengths and Weaknesses (Johari window), Stress and Coping, Time Management

UNIT 2

Inter-personal Communication: Verbal (Oral, writing) and Non-verbal Communication at Work, Overcoming barriers to effective communication, Active Listening; Making effective presentations

UNIT 3

Leadership Development: Assertiveness, Effective Delegation, Problem Solving, Conflict Management

UNIT 4

Team building: Characteristics of a team, Stages of team development; Diversity Management

REFERENCES

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). Noida: Dorling. Kindersley.

Hayes, J. (2002). *Interpersonal Skills At Work* (2nd edition). New York: Routledge.

Luft, J. & Ingham, H. (1955). The Johari window: A graphic model of interpersonal awareness. *Proceedings of the western training laboratory in group development*. Los Angeles: UCLA.

Robbins, S.P. & Hunsaker, P.L. (2015). *Training In Interpersonal Skills: Tips For Managing People At Work* (6th Edition). Delhi: Pearson.

ADDITIONAL RESOURCES

Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. New York: Fireside.

De Bono, E. (1985). *Six Thinking Hats: An Essential Approach to Business Management*. New York: Little, Brown, & Company.

St. James, E. (2001). *Simplify your work life: Ways to change the way you work so you have more time to live*. New York, NY: Hyperion.

Thomack, B. (2012). Time Management for Today's Workplace Demands. *Workplace Health & Safety, 60*(5), 201–203.

Thomas, K.W. and Kilmann, R.H. (1974). *Conflict Mode Instrument*. New York: Sterling Forest.

Tuckman, B.W. (1965). Developmental sequence in small groups. *Psychological Bulletin, 63*(6), 384-399.

TEACHING LEARNING PROCESS

This skill oriented paper helps students to learn and apply psychological knowledge in work contexts. A non-judgmental reflective process may be nurtured. Participatory learning, using various pedagogical tools - such as presentations, class discussions, case analysis, peer mentoring, use of ICT tools may be encouraged. A non-judgmental reflective process may be nurtured for self introspection, for cultural rediscovery, for engaging with and embracing difference, for self transformation, of not just the students but also the teachers. Simulation exercises, experiential activities, role play, etc. can be important tools used by teachers. This will create a learning environment for students in which the excitement of learning psychology and developing skills is enhanced.

ASSESSMENT METHODS

A number of assessment methods can be used in the assessment: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self assessment and peer assessment with respect to the particular skills learnt.

KEYWORDS

Johari Window; Time Management; Communication; Assertiveness; Team Building; Diversity Management

SEC-PSY-08: PSYCHOLOGY OF RELATIONSHIPS

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- Increasing understanding regarding the dynamics of establishing, maintaining, and dissolving relationships
- To foster an understanding of love as a psychological construct
- Developing insights about distress in relationships (divorce, break-up, etc.) as well as the healing process
- Appreciating the importance of positive relational attitudes like self-acceptance, gratitude and forgiveness for healthy relationships

UNIT 1

Social Psychology of Relationships: Psychology of Friendship (making friends, friendship and social media; benefits and maintenance of friendships); Marriage (marriage for love versus arranged marriage; the marital ideal: characteristics of an ideal partner, factors affecting marital happiness)

UNIT 2

Love: Understanding love, Types of love; Theories of love (love styles; two-factor theory of love; Sternberg's triangular theory); Relationship satisfaction

UNIT 3

Distress in relationships: Jealousy, Infidelity, Breakup, Divorce

UNIT 4

Healing: Understanding the dynamics of broken and flourishing relationships; Practicing positive

relational attitudes like self-acceptance, gratitude, forgiveness

REFERENCES

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.

Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science, 13*, 81-84

Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010). Breakup Distress and Loss of Intimacy in University Students. *Psychology, 1*(03), 173-177.

Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology, 103*, 257-274.

Hatfield, E., Mo, Y.U, & Rapson, R.L. (2015). Love, sex and marriage across cultures. In Jenson, L.A. (Ed.), *The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective.* New York: Oxford University Press.

Hojjat, M. & Moyer, A. (2016)(Eds.). *The Psychology of Friendships*. UK: Oxford University Press.

Rye, M. S. & Kenneth I.P. (2002). Forgiveness and Romantic Relationships in College: Can It Heal the Wounded Heart? *Journal of Clinical Psychology, 58*(4), 419–441.

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths.* New Delhi, India: Sage Pub. Chapter 12: Attachment, love and Flourishing relationships.

Sternberg, R.J. & Weis, K. (2006)(Eds.). *The New Psychology of Love.* New Haven, CT, US: Yale University Press.

Wilerton, J. (2010). *The Psychology of Relationships*. New York: Red Globe Press

ADDITIONAL RESOURCES

Diener, E., & Oishi, S. (2005). The nonobvious social psychology of happiness. *Psychological Inquiry, 16*, 162-167.

Dutton, D. G. & Aron, A. P. (1974). Some evidence for heightened sexual attraction under conditions of high anxiety. *Journal of Personality and Social Psychology, 30*, 510–517.

Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies, 58*(4), 406-418.

Salvatore, J.E., Kuo, S.I., Steele, R.D., Simpson, J.A., & Collins, W.A. (2011). Recovering from conflict in romantic relationships: A developmental perspective. *Psychological Science, 22*, 376-383.

Sharma, S. & Khandelwal, K. (2014). Effect of gender and life-stage on love styles in the Indian context. *Psychological Studies, 59*(1), pp. 22-29.

Schachter, S. & Singer, J. (1962). Cognitive, social and physiological determinants of emotional state. *Psychological Review, 69*, 379-399.

TEACHING LEARNING PROCESS

This skill oriented paper helps students to learn and apply knowledge of relationship psychology in personal as well as social contexts. A non-judgmental reflective process may be nurtured for self introspection, for cultural rediscovery, for engaging with and embracing difference, for self transformation, of not just the students but also the teachers. Participatory learning, using various

pedagogical tools - such as presentations, class discussions, case analysis, peer mentoring, use of ICT tools may be encouraged. Simulation exercises, experiential activities, role play and diary method (maintaining a journal about own emotions, thoughts and desires) can be important tools used by teachers. This will create a learning environment for students in which students appreciate and practice positive relational attitudes like self-acceptance, gratitude and forgiveness for healthy relationships.

ASSESSMENT METHODS

A number of assessment methods can be used: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self assessment and peer assessment with respect to the particular skills learnt.

KEYWORDS

Friendship; Marriage; Love; Jealousy, Breakup; Gratitude; Forgiveness

SEC-PSY-9: LEARNING HOW TO LEARN

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- To develop an understanding of the applications of psychology in enabling effective, self-regulated and socially responsive learning.
- To enable students to apply psychological theories to build learning skills.
- To enable students to understand the role of interpersonal relationships in the facilitation of learning.
- To appreciate the diversity of learning profiles of students with socio-cultural differences, and understand how diverse learning needs can be addressed.

UNIT 1

Understanding Learning: Active versus passive views of learning, theories of learning and their applied directions (Behaviourism and applied behaviour analysis; Cognitive Behaviour approaches and improving self-efficacy, self-regulation, problem solving; Constructivism and inquiry-based learning, cognitive apprenticeship, peer tutoring, instructional dialogues)

UNIT 2

Building Learner Skills: Acquiring and building on expertise, multiple intelligences, metacognition, creativity, dealing with academic procrastination, student motivation, stress management and time management

UNIT 3

Building Facilitative Relationships for Learning: Learning from peers, role of interpersonal relationships in the facilitation of learning

UNIT 4

Learning in diverse contexts: Differences in Cognitive Styles & Learning Preferences, Impact of socio-cultural differences (Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity) on learning; Responding to diverse learning needs

REFERENCES

Combs, A. (1979). *Myths in Education: Beliefs That Hinder Progress and their Alternatives*.

London: Allyn and Bacon.
Rogers, C. (1961). *On Becoming a Person*. Boston: Houghton Mifflin Company.
Santrock John W. (2010). *Educational Psychology*. Delhi: Inwin Professional Publishers.
Woolfolk, A. (2013). *Educational Psychology*. Delhi: Pearson.
Zandvliet, D. B., Den Brok, P., Mainhard, T., & van Tartwijk, J. (2014). *Interpersonal Relationships in Education: From Theory to Practice.* Rotterdam: Sense Publishers.

ADDITIONAL RESOURCES

Bhatty, Z. (1988). Socialising of the Female Muslim Child in Uttar Pradesh. In K. Chanana (Ed.), *Socialization, Education and Women* (pp. 231–239). New Delhi: Orient Longman.
Kumar, K. (2004). Growing Up Male. In *What Is Worth Teaching*? (3rd ed.) (pp. 81–88). New Delhi: Orient Blackswan.
National Council of Educational Research and Training (NCERT). *Position paper National Focus Group on Gender Issues in Education. National Curriculum Framework 2005*. New Delhi: NCERT.
Sarafino, E.P. (2011). *Health Psychology: Bio Psychosocial Interactions* (7th edition). New York: John Wiley.
Sinha, D. & Mishra, R.C., (1999). Socialization and Cognitive Functioning. In T.S. Saraswathi (Ed.), *Culture, Socialization and Human Development* (pp. 336–355). New Delhi: Sage Publications.

TEACHING LEARNING PROCESS

In keeping with the application-oriented nature of the course, the focus of the teaching learning process adopted would be to enable students to reflect on learning as an active process- both for themselves, as well as a process to be facilitated in others. Students would be encouraged to examine their own cognitive styles, learning preferences, metacognitive abilities, ability to self-monitor and self -regulate through experiential exercises. Classroom activities such as drawing up of intelligence profiles, small research projects on mapping diversity in the classroom will be used to discuss how diverse learning needs can be addressed. Interactive and exploratory exercises such creation of contracts with self, journaling will be used to demonstrate how learning skills may be bolstered. To enhance the skills of students, brainstorming sessions, relevant films/documentaries and debates will be used as pedagogic tools.

ASSESSMENT METHODS

Assessment methods will be directed at tapping into reflexivity, critical thinking, divergent thinking and social consciousness. An attempt will be made to offer a range of assessment products that the students can produce towards their internal assessment. These would include individual products such as written assignments, reflective pieces, term papers, as well as collaborative products such as small group projects, collaborative presentations, class debates etc. Some of the assessment practices discussed in the diversity unit such as the Jigsaw method could be used for both demonstrative as well as assessment purposes.

KEYWORDS

Learning, learning skills, diversity

SEC-PSY-10: RESEARCH PUBLICATION AND PRESENTATIONS

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- To understand the role of ethics in research and learn best practices for conducting, presenting and publishing research.
- To learn the advanced techniques of data collection and analysis using e-resources and softwares.
- To learn the skill planning and writing the article for publication in scientific /academic journals, online journals, book chapters.
- To develop the skill of presenting research findings in conferences/seminars and sharing views and interacting with fellow researchers.

UNIT 1

Ethics in Behavioral Research: Conduction (sample selection, tools used etc.), Collaboration, Plagiarism, Self-plagiarism, Sharing Publication Credits, Determining Authorship

UNIT 2

Designing of Behavioral Research: Getting ideas for research; Review of literature using library search using e resources; Choosing a research design, research setting

UNIT 3

Manuscript Structure and Content: Planning and writing an article, research/empirical paper, review paper, APA style of manuscript writing (Introduction, review, method, analysis, references, quotes) for publication in scientific journals, book chapters, or online journals.

UNIT 4

Presentation of Research: Preparing powerpoint presentations (aim, objective, method, sample, tools, results and implications), displaying results (Tables and Figures), how to present oral papers, posters, symposiums in Conferences and seminars.

REFERENCES

Publication Manual of the American Psychological Association (2010), 6th edition. Washington, DC: American Psychological Association.

Baldwin, S.A. (2017). *Writing your Psychology Research Paper*. Washington, DC: American Psychological Association.

Kimmel, A.J. (2007). *Ethical Issues in Behavioral Research: Basic and Applied Perspectives* (2nd Ed.). Malden, MA: Wiley- Blackwell.

ADDITIONAL RESOURCES

Kail, R.V. (2019). *Scientific Writing for Psychology: Lessons in Clarity and Style*. New York: Sage Publications.

Newsome, B.O. (2015). *An Introduction to Research, Analysis and Writing*. New York: Sage Publications.

TEACHING LEARNING PROCESS

This skill oriented paper will acquaint students with skills related to pursuing research, ethical issues involved in the practice, presentation and publication of research. Participatory learning, using various pedagogical tools - such as presentations, class discussions, case analysis, peer mentoring, use of ICT tools, writing reports, may be encouraged.

ASSESSMENT METHODS

A number of assessment methods can be used in the assessment: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, poster making, etc. Students may also be evaluated on the basis of self assessment and peer assessment with respect to the particular skills learnt.

KEYWORDS

Research, Presentation, Publication, Ethics

SEC-PSY-11: SKILLS OF COMMUNICATION

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- Understanding the basic processes of communication, both verbal as well as non-verbal.
- Identifying one's own psychological barriers to effective communication and demonstrating listening skills.
- Demonstrating cultural sensitivity in communication and appreciation of cultural variations in verbal and non-verbal communication.
- Becoming a better communicator by understanding body language and other non-verbal aspects of communication; having an awareness of barriers to effective communication.

UNIT 1

Introduction to Communication: Nature and process of communication, principles of communication; Developing Communication skills – active listening skills, giving and receiving feedback; Technology mediated communication; Personal Attitudes and Communication.

UNIT 2

Communication Styles: Verbal and Non-verbal; Nonverbal communication: Proxemics, Posture, Facial expression, Eye Contact, Paralanguage, Movement, Silence, etc.

UNIT 3

Communication Barriers and Breakdowns: Barriers in effective communication; overcoming barriers for effective communication; Learning how to make communication effective and meaningful; Cultural differences in communication in a multicultural context.

UNIT 4

Communication in Relational Contexts: Understanding dynamics of interpersonal communication, Self disclosure and trust, emotions and power

REFERENCES

Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in*. (14th ed.). USA: Wadsworth Cengage Learning.

Adler, R.B & Proctor, R.F (2009).*Communication Goals and Approaches*. Delhi: Wadsworth Cengage Learning.

Argyle, M. (1975). *Bodily Communication*. London: Methuen & Co. Ltd.

Bull, P. (1983). *Body Movement And Interpersonal Communication*. London: Wiley.

Civinkly, J. M. (Ed.) (1974). *Messages: A Reader in Human Connection*. New York: Random House.

Feldman, R. S., &Rimé, B. (1991). *Fundamentals of Nonverbal Behaviour*. New York:

Cambridge University Press.
Gudykunst, W. B. (Ed.) (2003). *Cross-cultural and Intercultural Communication*. Thousand Oaks, CA: Sage Publications.

ADDITIONAL RESOURCES

Brunner, L. J. (1979). Smiles can be backchannels. *Journal of Personality and Social Psychology, 37*, 728-734.
DePaulo, B. M. (1992). Nonverbal behaviour and self- presentation. *Psychological Review, 111*, 203-243.
Mandal, F.B. (2014). Nonverbal communication in humans. *Journal of Human Behavior in the Social Environment*, *24*(4), 417-421.
Pearce, W. B. & Sharp, S. M. (1973). Self-disclosing communication. *Journal of Communication, 23*(4), 409-425.

TEACHING LEARNING PROCESS

This paper will help students to learn and apply psychological knowledge in personal as well as social contexts. A non-judgmental reflective process may be nurtured for self introspection, for cultural rediscovery, for engaging with and embracing difference, for self transformation, of not just the students but also the teachers. Simulation exercises (for e.g. to learn cross-cultural communication), experiential activities (for e.g. practicing listening skills), and role play (for e.g. to learn feedback skills) can be important tools used by teachers. This will create a learning environment for students in which the excitement of learning psychology is enhanced.

ASSESSMENT METHOD

Since the objective of the papers is to enhance core psychological skills, a number of assessment methods can be used in the assessment: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self assessment and peer assessment with respect to the particular skills learnt.

KEYWORDS

Communication skills; Nonverbal communication; Cross-cultural communication; Self-disclosure

ELECTIVE: GENERIC (GE) (ANY 4, 1 EACH IN SEMESTER I, II, III AND IV)

GE-PSY-01: GENERAL PSYCHOLOGY

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Developing knowledge of the basic concepts in psychology
- Understanding the psychology of individual differences
- Developing skills for applying psychological knowledge to real life situations

UNIT 1

Introduction to Psychology: Nature, Fields and Application of Psychology; Cognitive Processes: Learning and Memory; Motivation, Types of Motives (Sociogenic/Psychogenic Motives)

UNIT 2

Psychology of Individual Differences: Theories of Personality: Freudian Psychoanalysis, Type and Trait; Humanistic; Theories of Intelligence: Spearman 'g' Theory, Sternberg and Gardner; Emotional Intelligence

Unit 3

Understanding Developmental Processes: Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-Social Development: Erikson

Unit 4

Applications of Psychology: Work; Health

REFERENCES

Ciccarelli , S. K., & Meyer, G.E. (2008). *Psychology* (South Asian Edition). New Delhi: Pearson.

Feldman, S.R. (2009). *Essentials of Understanding Psychology* (7th Ed.). New Delhi: Tata McGraw Hill.

Glassman, W.E. (2000). *Approaches to Psychology* (3rd Ed.) Buckingham: Open University Press.

Michael, W., Passer, & Smith, R.E. (2007). *Psychology: The Science of Mind and Behavior*. New Delhi: Tata McGraw-Hill.

ADDITIONAL RESOURCES

Chadha, N.K., & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.

Craik, F.I.M., & Lockhart, R.S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behaviour, 11*(6), 671-684.

Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). *Introduction to Psychology* (7th Edition). New York: Mc Graw Hill.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in psychology to non-psychology students and aid in developing skills for applying psychological knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology

will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS
Learning; Memory; Intelligence; Motivation; Personality Development

GE-PSY-02: PSYCHOLOGY OVER THE LIFE-SPAN

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To equip the learner with an understanding of the concept and process of human development across the life span.
- To impart an understanding of the various domains of human development
- To inculcate sensitivity to socio-cultural context of humandevelopment

UNIT 1
Introduction: Concept of Life Span Development in Psychology, Key Stage-Theories: Erikson's Psychosocial Stages of Development, Piaget's Stages of Cognitive Development
UNIT 2
Prenatal Development, Infancy and Early Childhood: Conception and Prenatal Development: Stages, Genetic-Environment Interaction; Birth and Infancy: Newborn Needs, Reflex And Behaviour, Piaget's Sensorimotor Stage, Cognitive Development, Moral Development
UNIT 3
Middle Childhood and Adolescence: Attachment Patterns, Identity Development, Influence of culture on development
UNIT 4
Adulthood and Aging: Psychological Challenges of Middle and Late Adulthood: Mid Life Crisis; Aging: Physical, Emotional, Psycho-Social Aspects

REFERENCES
Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall of India.
Mitchell, P. and Ziegler, F. (2007).*Fundamentals of Development: The Psychology of Childhood.* New York: Psychology Press.
Feldman, R.S. & Babu.N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.
Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human Development* (9th Ed.). New Delhi: McGraw Hill.
Santrock, J.W. (2012). *Life Span Development* (13th Ed.) New Delhi: McGraw Hill.

ADDITIONAL RESOURCES
Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.

TEACHING LEARNING PROCESS
This GE course in psychology is oriented towards developing knowledge of the basic concepts of human development to non-psychology students and aid in developing skills for applying

psychological knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology- enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Developmental Psychology, Life Span, Aging

GE-PSY-03: PSYCHOLOGY FOR HEALTH AND WELL-BEING

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the spectrum of health and illness.
- Demonstrating adequate knowledge about issues related to stress, stress management and coping.
- Developing adequate knowledge about the promotion of healthy behaviour.
- Cultivating inner strengths and virtues, like hope and optimism.

UNIT 1

Illness, Health and Well Being: Emergence of the field of Health Psychology; Continuum and models of health and iIllness: Medical, Bio-Psychosocial, Holistic Health; Health and Well Being; Cultural Approaches to Medicines (Especially With Respect To Traditional Indian Medicine: Ayurveda)

UNIT 2

Stress and Coping: Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

UNIT 3

Health Management: Health-Enhancing Behaviours: Exercise, Nutrition, Health Compromising Behaviours; Health Protective Behaviours, Health Promotion through Yoga; Illness Management

Unit 4

Human Strengths and Life Enhancement: Classification of Human Strengths and Virtues; Cultivating Inner Strengths: Hope and Optimism

REFERENCES

Agarwala, S., Das, I., Kumar, K., & Kumar, S. (2009). *Health Psychology*. New Delhi, Allied

Publishers.
Allen, F. (2011).*Health Psychology and Behaviour*. New Delhi Tata McGraw Hill.
Dalal, A. K., & Misra, G. (Eds.). (2012). *New Directions in Health Psychology*. New Delhi: Sage.
DiMatteo,M. R., & Martin L. R. (2017). *Health Psychology*. Noida: Dorling Kindersley.
Sarafino, E.P., & Smith, T.W. (2016). *Health Psychology: Bio Psychosocial Interactions* (9thth Ed.).New York: Wiley.
Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths.* New Delhi: Sage.
Taylor, S.E. (2017). *Health psychology* (10th Ed.) New Delhi: Tata McGraw Hill.

ADDITIONAL RESOURCES

Carr, A. (2011). *Positive Psychology: The Science of Happiness And Human Strength*. London, UK: Routledge.
Desikachar, T. K. V. (2003). *Reflections on Yoga Sutras of Patanjali*. Chennai: Krishnamacharya Yoga Mandiaram.
Misra,G. (1999).*Stress and Health*. New Delhi: Concept.
Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed). New York: Pearson Education Limited.
Ogden, J. (2012). *Health Psychology*. New York, McGraw-Hill.
Sanderson, C.A. (2018).*Health Psychology: Understanding the mind-body connection* (3rd Edition). New York: Sage.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in health psychology to non-psychology students and aid in developing skills for applying psychological knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Illness; Stress management; Health management; Hope; Optimism

GE-PSY-04: PSYCHOLOGY AT WORK

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To understand the meaning and theoretical foundations of I/O Psychology
- To understand the evolution of the field of I/O psychology and to appreciate challenges faced by the field today
- To develop an understanding of how the various theories and methods of I/O Psychology apply to real work settings
- To develop an appreciation of the process of communication in organizations and to manage communication effectively

UNIT 1

Introduction to I/O Psychology: Definition, Brief History, Contemporary Challenges faced by the field (workforce diversity, sexual harassment, technology, corporate social responsibility, globalization, labour supply, quality management, etc.)

UNIT 2

Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity

UNIT 3

Communication in Organizations: Communication process, Purpose of communication in organizations, Barriers to effective communication, Managing communication

Unit 4

Leadership: Early approaches to leadership (trait, behavioural, contingency- Fiedler), Contemporary approaches to leadership- Charismatic, Transformational & Transactional Leadership

REFERENCES

De Cenzo and Robbins, S.P. (2006). *Fundamentals of human resource management* (8th ed). New York: Wiley.

Greenberg, J. ,& Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). Noida: Dorling Kindersley.

Griffin, R.W., & Moorhead, G. (2009).*Organizational Behaviour: Managing People & Organizations.* New Delhi: Biztantra publishers.

Robbins, S. P., & Judge, T.A. (2007). *Organizational Behaviour* (12th Edition). New Delhi: Prentice Hall of India.

ADDITIONAL RESOURCES

Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work,* (pp. 239-261). Thousand Oaks, CA, US: Sage Publications.

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics, 18*(3), 19-31.

Herzberg, F. (1966). *Work and The Nature of Man*. Cleveland: World Publishing Company.

Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

Locke, E.A. (1968). Toward a theory of task motivation and incentives. *Organizational*

Behaviour and Human Performance, 3(2), 157-189.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts of Industrial/Organizational psychology to non-psychology students and aid in developing skills for applying psychological knowledge to organizations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Human Relations Movement; Work Motivation, Goal Setting; Communication; Leadership

GE-PSY-05: PSYCHOLOGY AND MEDIA

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To understand the effect of media on human psyche
- To develop an insight into the role of media in identity formation and happiness
- To be aware of the psychological consequences of advertisements
- To be able to understand the critical issues of media influence

UNIT 1

Interface of Media and Psychology: Understanding the interface between media and Psychology; Fantasy v/s Reality

UNIT 2

Being a Consumer: Why to consume? Consumption and Happiness: The Psychology of Consumer; Consumer Culture and Identity

UNIT 3

Knowing and Creating Consumer Needs: Consumer and Advertising: Role of Psychology and effects of Advertising; Propaganda: Nature, History, Psychoanalysis and Propaganda

UNIT 4

Critical Issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use and abuse of media: Internet Addiction; Role of Media in Social Change

REFERENCES

Giles, D. (2003). *Media Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.
Jansson-Boyd, C. V. (2010). *Consumer Psychology*. London, England: Open University Press.
Mahon, C. (2019). *The Psychology of Social Media*. London, UK: Routledge
Wanke, M. (Ed.).(2009). *Social Psychology of Consumer Behaviour*. New York: Taylor &Francis.
Young, B.M. (2018). *Consumer Psychology: A life–span Developmental Approach*. Switzerland: Palgrave, Macmillan.

ADDITIONAL RESOURCES

Cill, J.C., Culbert, D.H., & Welsh, D. (2003) *Propaganda and Mass Persuasion: A Historical Encyclopedia,* Santa Barbara: ABC-CLIO, Inc.
Dill, K.E. (2009). *How Fantasy becomes Reality Seeing through Media Influence*. New York: Oxford University Press.
Haugtvedt, C. P., Herr, P. M., &Kardes, F. R. (Eds.).(2008). *Handbook of Consumer Psychology*. New York: Psychology Press.
Audio-Visual Sources Documentary: 'No Logo: Brands, Globalization and Resistance' by Noami Klein Documentary: 'Killing Us Softly 4' by Jean Kilbourne Documentary: 'Century of Self-Part 1: Happiness Machines' by Adam Curtis

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in media psychology to non-psychology students and aid in developing skills for applying psychological knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Media; Identity; Society; Consumer; Internet Addiction

GE-PSY-06: INTER-GROUP RELATIONS

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the role groups play in our life and the significance of healthy inter-group relations
- Understanding the nature of relationship between groups in terms of cooperation, competition and conflict
- Realizing the relevance and consequence of social categorization
- Understanding how group memberships shapes one's social identity and colors our perception of others.
- Knowing ways to resolve and manage inter-group conflicts

UNIT 1

Nature of Intergroup Relations: Cooperation Vs. Competition; Examining the Classical Study of Robbers Cave Experiment; Realistic Conflict Theory

UNIT 2

Social Categorization and Conflict: In-Group Vs. Out-Group; Consequences of Social Categorization: Cognitive Biases, Stereotypes, Conflict and Social Categorization

UNIT 3

Cultural Aspects of Intergroup Relations: Social Identity, Stereotypes, Case Studies in the Indian Context

UNIT 4

Resolving Intergroup Conflict: Intergroup Contact; Promoting Intergroup Cooperation; Conflict Management Strategies

REFERENCES

Austin, W.G. ,& Worchel.S. (1986). *Psychology of Intergroup Relations*. Chicago: Nelson-Hall Publishers.

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology*. New Delhi: Pearson.

Keyton, J. (2006). *Communicating Groups: Building Relationships in Group Effectiveness*. New York: Oxford University Press.

Miller, N., & Brewer, M.B. (1996).(Eds.). *Intergroup Relations*. Buckingham: Open University Press.

Zorsyth, D.R. (2009). *Group Dynamics*. London: Brooke/Cole: Wadsworth

ADDITIONAL RESOURCES

Ahuja, K.A., Dhillon, M., Kalyani, A., & Papneja, D. (2016). Identities in conflict: A comparison of drawings of Muslim adolescents in Kashmir and Delhi. *Sage Open, January-March*, 1-11. DOI: 10.1177/2158244015623596

Sherif, M., Harvey, O.J., White, B.J., Hood, W.R., & Sherif, C.W. (1961). *Intergroup Conflict and Cooperation: The Robbers Cave Experiment.* Norman: The University Book Exchange, Norman. Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding Social Psychology Across Cultures.* New Delhi: Sage Publications.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts of intergroup relations to non-psychology students and aid in developing skills for applying psychological knowledge to real life situations, for instance inter-group conflict. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Cooperation; Realistic Conflict Theory; Stereotypes; Conflict Management

GE-PSY-07: YOUTH PSYCHOLOGY

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To help students understand the notion of youth, youth across cultures, youth identity, significant concerns among the youth
- To inculcate sensitivity to issues related to youth with special emphasis on gender stereotypes/discrimination and risky behaviour
- To develop an understanding of ways of empowering the youth

UNIT 1

Introduction: Defining Youth (Transition to Adulthood); Youth Across Cultures; Formulation of Youth Identity (Erikson And Marcia's Work on Identity), Gender Identity, Gender Roles, Sexual Orientation

UNIT 2

Youth Development: Influence of Globalization on Youth; Body Image concerns among youth; Peer Pressure and Bullying

UNIT 3

Issues and Challenges for Today's Youth: Gender Stereotypes and Gender Discrimination Impacting Youth, Substance (Alcohol) Use among Youth, Juvenile Delinquency, Risky Sexual Behaviour

UNIT 4

Developing Youth: Women Empowerment in the Indian Context, Encouraging Non-Gender Stereotyped Attitudes; Building Resources (Optimism; Resilience)

REFERENCES

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed).New Delhi: Pearson.

Berk, L. (2013). *Child Development*. New York: Pearson.

Brannon, L. (2017). *Gender: Psychological Perspectives* (7th edition). New Delhi Routledge.

Brown, B.B., & Larson, R.W. (2002). The Kaleidoscope Of Adolescence: Experiences of the World's Youth at the beginning of the 21st Century. In Brown, B. B., R. Larson, & T. S. Saraswathi. (Eds)., *The World's Youth: Adolescence in Eight Regions of The Globe* (pp. 1-19). Cambridge: Cambridge University Press.

Carson, RC, Butcher, J. N, Mineka, S., & Hooley, J. (2007). *Abnormal Psychology*. Delhi: Pearson Education.

Cash, T.F., & Smolak, L. (2011) (Eds). *Body Image: A Handbook of Science, Practice, and Prevention.* Chapters 9 & 10 (pp. 76-92). New York: The Guilford Press.

Ghosh, B. (2011). Cultural changes and challenges in the era of globalization: The case of India. *Journal of Developing Societies, 27*(2), 153-175.

Snyder, C.R., Lopez, S.J. & Pedrotti, J. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths.* New Delhi: Sage

ADDITIONAL RESOURCES

Arnett, J.J. (2013). *Adolescence and Emerging Adulthood* (5th Ed). Delhi: Pearson.

Bansal, P. (2012). *Youth in Contemporary India: Images of Identity and Social Change*. New Delhi: Springer.

Baumgardner, SR & Crothers, MK (2009). *Positive Psychology*. Delhi: Pearson.

Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. New York: Brunner- Routledge.

Connidis, I. A. & Barnett, A.E. (2010). *Family Ties and Aging*. London: Sage.

Erikson, E. H. (1968). *Identity: Youth and Crisis*. New York: Norton.

Helgeson, V.S. (2018). *Psychology of Gender* (5th Edition). New Delhi: Routledge.

Shaffer, D.R. & Kipp, K. (2010). *Developmental Psychology: Childhood and Adolescence*. California: Wadsworth.

Tomé G., Matos M., Simões C., Diniz J.A., & Camacho I. (2012). How can peer group influence the behavior of adolescents: Explanatory model. *Global Journal of Health Science, 4*(2), 26-35.

Online resource: https://www.pacer.org/bullying/resources/stats.asp

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in youth psychology to non-psychology students and aid in developing skills for applying psychological knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life

experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Youth Identity; Gender Stereotypes; Substance Abuse; Optimism

GE-PSY-08: PSYCHOLOGY AND MENTAL HEALTH

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Starting conversations around mental health and creating mental health awareness amongst non-Psychology students.
- Basic understanding of common mental health problems like anxiety and depression.
- Understanding and enhancing positive mental health and wellbeing

UNIT 1

Mental Health: Concept of Mental Health; Importance of Mental Health, Reducing the stigma of Mental Illness; Mental Health Issues in Adolescence and Young Adults: Bullying, Academic Grades, Body Image, Relational Issues, Sexual Orientation

UNIT 2

The Dark Clouds: Anxiety, Depression, and Suicide: Basic Understanding and Preventive Treatment Measures

UNIT 3

Mental Health Disorders and Diagnosis: Overview of Important Psychological Disorders (Schizophrenia, OCD, Developmental Disorders- Autism, Learning Disabilities); Understanding Diagnostic Standards

UNIT 4

Mental Health Intervention: Recognizing the signs that someone may need support; Knowing what to do and what not to do when a person reaches out for help; Psychological First Aid, Guiding the person towards appropriate professional help: Medical Aid, Counseling, Therapy, Guidance, Mentoring; Peer Mentoring: Concept and Skills; Understanding Care Giver's burden

REFERENCES

Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). *Pocketbook of Mental Health* (3rd Edition). Australia: Elsevier.

Snider, Leslie and WHO (2011).Psychological First Aid: Guide for Field Workers. Retrieved from http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf

World Health Organization. (2003). Investing in mental health. World Health Organization.

Retrieved from http://www.who.int/iris/handle/10665/42823

ADDITIONAL RESOURCES

Dhillon, M. & Babu, N. (2008). Perceived stress amongst parents of children, adolescents and adults with intellectual disability. *Psychological Studies*, *53*(3&4), 309-313.
Nock, M.K., Borges, G., & Ono, Y. (2012). *Suicide: Global Perspectives from the WHO World Mental Health Surveys.* Cambridge: Cambridge University Press.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in mental health to non-psychology students and help in providing psychological first aid to people in an emergency, and practice self-care. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, listen reflectively, and express creatively. The non- judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Mental Health, Intervention, Myths, Suicide Prevention; Peer Mentoring

GE-PSY-09: UNDERSTANDING INTIMATE RELATIONSHIPS

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To learn about intimate relationships, both friendships and romantic relationships
- To foster an understanding of the psychology of love
- Foster an appreciation of the dynamics of establishing, maintaining, and dissolving relationships
- Learn how to effectively apply the knowledge of the psychology of intimate relationships
- Developing insights about distress in relationships as well as the healing process by appreciating the importance of self-acceptance, gratitude, forgiveness

UNIT 1

Interpersonal Attraction and Liking: Factors leading to attraction; Psychology of Friendship

(Making Friends, Friendship and Social Media; Benefits of Friendships)

UNIT 2

Love: Understanding Love, Types of Love; Theories of Love (Love Styles; Two-Factor Theory of Love; Sternberg's Triangular Theory); Sexuality and Love

UNIT 3

Distress in Relationships: Jealousy, Infidelity, Breakup

UNIT 4

Healing: Self-Acceptance, Gratitude, Forgiveness

REFERENCES

Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010). Breakup Distress and Loss of Intimacy in University Students. *Psychology, 1*(03), 173-177.

Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies, 58*(4), 406-418.

Hatfield, E., & Rapson, R.L. (1993). *Love, Sex and Intimacy: Their Psychology, Biology and History*. London, UK: Harper Collins

Hendrick, C.A., & Hendrick, S.S. (Eds.). (2000). *Close Relationships: A Sourcebook*. Thousand Oaks: Sage Publications.

Hojjat, M., & Moyer, A. (2016)(Eds.). *The Psychology of Friendships*. London, UK: Oxford University Press.

Miller, R. S., & Perlman, D. (2009). *Intimate Relationships*. New York: McGrawHill.

Regan, P.C. (2011). *Close Relationships*. New York: Routledge

Rye, M. S., & Kenneth I.P. (2002). Forgiveness and Romantic Relationships in College: Can It Heal the Wounded Heart? *Journal of Clinical Psychology, 58*(4), 419–441.

Sharma, S. & Khandelwal, K. (2014). Effect of gender and life-stage on love styles in the Indian context. *Psychological Studies, 59*(1), 22-29.

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths.* New Delhi: Sage (Chapter 12: Attachment, love and Flourishing relationships).

ADDITIONAL RESOURCES

Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology, 103*, 257-274.

Guerrero, L.K., & Andersen, P.A. (2013). *Close Encounters: Communication in Relationships.* Thousand Oaks: Sage Publications.

Lehr, A.T., & Geher, G. (2006). Differential effects of reciprocity and attitude similarity across long versus short term mating contexts. *The Journal of Social Psychology, 146*, 423-439.

Reis, H. T., & Rusbult, C.E. (Eds.). (2004). *Close relationships: Key Readings*. New York: Psychology Press.

Schachter, S. & Singer, J. (1962). Cognitive, social and physiological determinants of emotional state. *Psychological Review, 69,* 379-399.

Sternberg, R.J. & Weis, K. (2006)(Eds.). *The New Psychology of Love*. New Have, CT, US: Yale University Press.

Wilerton, J. (2010). *The Psychology of Relationships*. London, UK: Red Globe Press

TEACHING LEARNING COURSE

This GE course in psychology is oriented towards developing knowledge of the basic concepts of the psychology of intimate relationships to non-psychology students and aid in developing skills for applying this knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Attraction; Love; Friendships; Love; Breakup Distress; Forgiveness

GE-PSY-10: POSITIVE PSYCHOLOGY: UNDERSTANDING HUMAN STRENGTHS

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To understand the meaning and significance of positive psychology as a science
- To comprehend specific human strengths such as optimism, resilience, hope, flow
- To develop an understanding of ways of empowering people through the cultivation of these strengths

UNIT 1

Introduction: An Introduction to Positive Psychology and its need in today's times, Eastern and Western Perspectives; Goals, Assumptions and Definitions of Positive Psychology

UNIT 2

Positive Cognitive States: Self-Efficacy, Hope, Optimism, Mindfulness

UNIT 3

Positive Emotional States: Happiness, Well-Being and Love, Emotional Intelligence

Unit 4

Developing Positivity: Classification of Human Strengths and Virtues; Cultivating Wisdom and Courage, Flow

REFERENCES

Baumgartner, S., & Crothers, M. (2015). *Positive Psychology*. Delhi: Pearson India Education Services. Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength.* London, UK: Routledge.

Seligman, M. (2002). *Authentic Happiness*. London: Nicholas Brealey Publishing.

Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology: The Scientific and Practical Explorations of Human Strengths.* Thousand Oaks, CA: Sage.

ADDITIONAL RESOURCES

Gable, S. L., & Haidt, J. (2005). What (and Why) Is Positive Psychology? *Review of General Psychology, 9,* 103-110.

Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology, 87*(2), 228-245.

Park, N., & Peterson, C. (2009). Character strengths: Research and practice. *Journal of College and Character, 10*:4, DOI: 10.2202/1940-1639.1042

Seligman, M. E. P., & Pawelski, J. O. (2003). Positive Psychology FAQs. *Psychological Inquiry, 14,* 159-163.

Seligman, M. E. P., Parks, A. C., & Steen, T. (2005). A balanced psychology and a full life. In F.A. Huppert, N. Baylis, & B. Keverne (Eds.).*The Science of Well-Being* (pp. 275-283). New York, NY, US: Oxford University Press.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in positive psychology to non-psychology students and aid in developing skills for empowering people and oneself through the cultivation of human strengths like hope, optimism, etc. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Happiness; Hope; Optimism; Mindfulness

GE-PSY-11: SOCIAL PSYCHOLOGY: UNDERSTANDING HUMAN WORLD

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Familiarizing with basic social psychological concepts and relevant methods
- Developing an understanding of the individual in relation to the social world
- Understanding aggression, its prevention and control
- Understanding how prejudice is formed and how to reduce it

UNIT 1

Introduction to Social Psychology: Definition; Theories and methods in Social Psychology; Applications of Social Psychology

UNIT 2

Evaluating Social World: Person Perception; Attribution, Attitude and Attitude Change

UNIT 3

Social Relations: Stereotypes; Prejudice: Definition and Types, Sources of Prejudice, Consequences of Prejudice; Strategies to reduce prejudice

Unit 4

Aggression: Perspectives, Causes; Prevention and Control of Aggression; Prosocial Behaviour

REFERENCES

Baron. R.A., Byrne, D. & Bhardwaj. G(2010).*Social Psychology* (12th Ed.).New Delhi: Pearson

Franzoi, S.L. (2016). *Social Psychology* (7th Ed.). New York: McGraw-Hill.

Myers, D.A., Sahajpal, P. & Behera, P. (2012). *Social Psychology* (10th edition). New Delhi: McGraw-Hill.

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.).New Delhi: Pearson.

ADDITIONAL RESOURCES

Anderson, A.A. & Bushman, B.J. (2002). Human Aggression. *Annual Review of Psychology*, *53*(1), 27-51.

Baumeister, R.F. & Bushman, B.J (2014).*Social Psychology and Human Nature* (3rd Edition). Belmont, California: Wadsworth /Cengage.

Schneider, S.J. (2004). *The Psychology of Stereotyping*. New York: Guilford Press.

TEACHING LEARNING PROCESS

This GE course aims to orient students to basic theories and methods of social psychology. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. They may be allowed to explore various intra personal and interpersonal processes through role plays, case examples.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book

and open-book tests; problem-solving exercises, student presentations; writing review papers; critique of researches, research reports, term papers, etc.

KEYWORDS
Person Perception; Prejudice; Aggression; Prosocial Behaviour